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ABSTRACT

This research identified factors that may increase anxiety in a foreign language classroom and factors that may assist in reducing anxiety, described student manifestations of anxiety, and correlated final grade with anxiety level. The research was accomplished by means of in-depth phenomenological interviews, a foreign language anxiety questionnaire, FLCAS (Horwitz, Horwitz, and Cope, 1986), and final grade correlation from students in diverse foreign language classrooms. Foreign language anxiety has many sources. Some may be associated with the student, the teacher, the methodology, or instructional practice. Anxiety may also originate in low self-esteem, specious beliefs regarding the learning of language, negative experience associated with the foreign language or culture, or the general experience of language learning. Findings further clarified the role of anxiety in foreign language classroom contexts. The findings seemed to corroborate other studies in suggesting that anxiety can negatively affect the language learning experience in numerous ways and that reducing anxiety seems to increase language acquisition and learner motivation. Among the recommendations suggested is that awareness of the problem of foreign language anxiety should be enhanced and taken seriously by teachers and students alike to assist practitioners and learners in enriching the language learning experience. (Contains 82 references.) (Author/SM)

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An Investigation of Students' Perspectives on Foreign Language Anxiety

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education at George Mason University.

by

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ABSTRACT

AN INVESTIGATION OF STUDENTS' PERSPECTIVES ON FOREIGN LANGUAGE ANXIETY

Renée von Wörde

George Mason University, Ph.D., 1998

Dissertation Chairperson: Dr. Jack Levy

Anxiety is a serious problem in foreign and second language classrooms, experienced by perhaps one third to one half of students. Foreign language classroom anxiety has been identified as distinguished from other forms of anxiety and has been shown to have deleterious effects on the acquisition of and performance in a foreign language.

The present research identified factors that may increase anxiety in a foreign language classroom and factors that may assist in reducing anxiety, described student manifestations of anxiety, and correlated final grade with anxiety level. The research was accomplished by means of in-depth phenomenological interviews, a foreign language anxiety questionnaire, FLCAS (Horwitz, Horwitz & Cope, 1986), and final grade correlation from students in diverse foreign language classrooms.

Foreign language anxiety has many sources; some may be associated with the student, the teacher, the methodology, or instructional practice. Anxiety may also originate in low self-esteem, specious beliefs regarding the learning of language, negative experiences associated with the foreign language or culture, or the general experience of language learning.

The findings of this study further clarified the role of anxiety in foreign language learning contexts. The findings seemed to corroborate other studies in suggesting that anxiety can negatively affect the language learning experience in numerous ways and that reducing anxiety seems to increase language acquisition and learner motivation.

Among the recommendations suggested by this study is that awareness of the problem of foreign language anxiety should be enhanced and taken seriously by teachers and students alike to assist both practitioners and learners in enriching the language learning experience.

Recommendations for future research include measuring anxiety levels according to length of exposure to the language.

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Chapter 1 Introduction

Language learning situations are especially prone to anxiety arousal (Price, 1991). Language learning, foreign language learning, and second language learning are terms often used interchangeably. Second language (L2) is defined as "any language other than the first language learned" (Lightbown & Spada, 1993, p. 124). Horwitz and Young (1991) discovered a surprising amount of distress and anxiety experienced by students in language classes. MacIntyre and Gardner (1989) reported that in a comparison of French, Math, and English classes, French was significantly more anxiety-generating than either of the other two.

Test, science, and math anxiety reactions are rather well understood and defined. However, language anxiety is a complex psychological construct, and researchers and practitioners are only beginning to "define language anxiety and identify its effects in susceptible individuals" (Horwitz & Young, 1991, p. xiv). Language anxiety is experienced by learners of both foreign and second language and poses potential problems for language learners "because

it can interfere with the acquisition, retention and production of the new language" (MacIntyre & Gardner, 1991, p. 86).

State anxiety may be described as an unpleasant, but temporary emotional condition, while trait anxiety refers to a tendency to be anxious and is a permanent personality characteristic (Young, 1990). The negative effects of anxiety, such as diminished cognitive performance, are generally associated with state anxiety. Although in attempting "to capture the essence of foreign language anxiety" (MacIntyre & Gardner, 1991, p. 87), many researchers have adopted the situation-specific approach as an alternative to using either state or trait anxiety measures.

Background to the Problem

Within the past two decades, there have been questions regarding language learning and anxiety from every aspect of the language learning spectrum. Attempts to answer these questions have opened new areas of interdisciplinary investigation. Nevertheless, language anxiety research is not entirely new as teachers have been cognizant for sometime that many students were uncomfortable or distressed in language learning classes (Horwitz & Young, 1991). In 1978, the scant literature concerning the role of anxiety in

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language learning pointed to somewhat confusing and often contradictory results (Scovel, 1978). No clear elaboration was found in early empirical studies on how anxiety affects language learning, and precisely how anxiety hinders language learning still has not been determined (Horwitz & Young, 1991).

One may view language anxiety simply as a manifestation of other general types of anxiety such as test anxiety or public-speaking anxiety. Public-speaking anxiety has long been an accepted psychological phenomenon. Daly (1991) noted that the fear of speaking in public exceeded even such phobias as fear of snakes and heights. Therefore, any investigation regarding speaking in the foreign language class should take into consideration how much anxiety is generated by a fear of speaking in general, and how much by a fear of speaking in the foreign language (Young, 1990). Horwitz and Young (1991) viewed language anxiety as a particular form of anxiety because there is something unique in the language learning processes, which makes some persons nervous or anxious. On the other hand, Young (1992) cited research suggesting that high levels of anxiety are a product of environment and negative experiences and not an inherent state. MacIntyre and Gardner (1991) suggested that situation-specific studies, which ask respondents about

various aspects of their particular anxiety, will offer more to understanding the phenomenon. In order to understand the relationship between anxiety and performance, the separate language skills (speaking, reading, listening, writing), involved in language learning must also be examined (Young, 1990).

Significance of the Problem

Two major stumbling blocks for adult and adolescent learners of a second language are inhibition and embarrassment at their inability to speak fluently (Horwitz & Young, 1991; MacIntyre & Gardner, 1991; MacIntyre, 1995a, 1995b; Price, 1991; Young, 1990, 1991, 1992). Indeed, MacIntyre (1995a, 1995b) argued that language anxiety plays a significant role in individual differences in foreign language learning and stated that, for many students, a language course provokes the most anxiety. As many as one half of all language students experience a startling level of anxiety (Campbell & Ortiz, 1991). Often students undergo a considerable amount of anxiety in a foreign language classroom and frequently arrive at their foreign language classes in a near panic state, which in turn brings about the failure that so concerns them (Chastain, 1980). If anxiety impairs cognitive function, students who are anxious may learn less and also may not be able to demonstrate what

they have learned. Therefore, they may experience even more failure, which in turn escalates their anxiety (MacIntyre, 1995a).

Sparks and Ganschow (1995) asserted that anxiety is not the primary cause of learning difficulties in foreign language. Their Linguistic Coding Differences Hypothesis (LCDH) posited that "language aptitude is the primary source of individual differences in FL achievement..." (Sparks & Ganschow, 1995, p. 235). While acknowledging that anxiety can hinder learning, Sparks and Ganschow (1995) proposed that anxiety arises in response to difficulties intrinsic in the task itself. That is, "FL learning difficulties are likely to be based in native language learning and that facility with one's language 'codes' (phonological/orthographic, syntactic, semantic) is likely to play an important causal role in learning a FL." (Sparks & Ganschow 1995, p. 235). In response, MacIntyre (1995b) argued that the LCDH is an insufficient interpretation of individual differences in foreign language learning unless affective variables such as language anxiety are considered.

Language Acquisition and Anxiety

Both adults and adolescents often develop mental blocks that hinder the acquisition of language. Krashen (1985b, 1987) explained these blocks with what he calls the

Affective Filter Hypothesis. With this hypothesis Krashen theorized that when the so-called filter is up, as when one is anxious, that acquisition cannot occur. In fact, the Affective Filter Hypothesis is so vital to Krashen's theories of second language acquisition that he states, "[a]ll other factors thought to encourage or cause second-language acquisition work only when they contribute to comprehensible input and/or low affective filter" (Krashen, 1985b, p. 4).

The Affective Filter Hypothesis is one of a set of second language hypotheses developed by Krashen (1982, 1985a, 1985b), which are interrelated and attempt to synthesize research findings from a number of diverse areas. The most prominent of these hypotheses is the *Acquisition-Learning Hypothesis*. Krashen hypothesized that two types of knowledge are utilized in communicating in a second language--*acquired* and *learned*. Acquired knowledge is used unconsciously in much the same way that children learn their first language, and learned knowledge is that which is obtained consciously (for example, through grammar exercises, rote memorization, and pattern drills). According to Krashen, *acquisition* will take place during meaningful communication, which is central, with *learning* being peripheral (Krashen, 1982, 1985a, 1985b, 1987).

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Ellis (1990) pointed out several criticisms of Krashen's hypotheses and stated that "the pedagogic proposals are not fully supported" (p. 60). Nevertheless, Ellis (1990) believed that Krashen has done the teaching profession a real service by providing "a coherent set of ideas firmly grounded in L2 acquisition research" (p. 60). According to Lightbown and Spada (1993), practitioners like the Affective Filter Hypothesis as it may suggest implications for the classroom by providing an explanation for the failure of students to acquire a language because they felt anxious or uncomfortable.

As there is no one way to teach languages best, no single method will be appropriate for every class all of the time (Blair, 1982; Brown, 1994; Johnson, 1992; Stevick, 1976). However, the following approaches were developed with a low stress environment as one objective.

The Natural Approach, a philosophy and method widely used in North America to teach foreign languages such as French, Spanish, and German as well as ESL, was developed by Terrell (1982) based on Krashen's (1982) theories of second language acquisition (Dulay, Burt & Krashen, 1982; Krashen & Terrell, 1983; Terrell, 1982; Terrell, Tschirner, Nikolai & Genzmer, 1992).

The Six Guiding Principles of the Natural Approach are: 1) Comprehension precedes production, 2) Speech emerges in stages, 3) Speech emergence is characterized by grammatical errors, 4) Group work encourages speech, 5) Students acquire language only in a low-anxiety environment, 6) The goal is proficiency in communication skills (Krashen & Terrell, 1983; Terrell, 1982; Terrell, Tschirner, Nikolai & Genzmer, 1992, p. vii).

Counseling-Learning or Community Language Learning (CLL) is a method developed by Curran (1972, 1976), which recognizes the need to reduce anxiety in the language acquisition process. The CLL learning situation is characterized by security and group support and connects to the psychological motivation of adult foreign language learners in terms of their relationship to the teacher and learning environment. CLL is a process and learner-centered approach where learning is unique to each learner, yet showing some common patterns for all. Various activities are used such as learner-generated conversations, games, and songs. The group solidarity and learner-centered approach are believed to lighten emotional barriers like anxiety and to intensify language learning (Samimy & Rardin, 1994).

Innovative work has been done in the Soviet Union with adult learners in an attempt to use psychological means to

remove mental blocks to learning. Lozanov (1979) believed that students learn best in a relaxed atmosphere and developed a methodology for teaching adults called Suggestology or Suggestopedia. This method rests on the principle that the brain is more receptive in relaxed concentration, free of anxiety, and therefore able to take in large masses of information that might otherwise be blocked out. The idea of suggestion is not totally original and was first investigated as a method to control pain. However, it was Lozanov (1979) who "submitted the idea of suggestion as a pedagogic procedure to a most detailed scrutiny, and provided a basis for it" (Leontiev, 1981, p. 111).

Suggestology, the Natural Approach, and Community Language Learning emphasize a low anxiety environment and each is based on the communicative approach using oral activities such as role playing and skits. However, Daly (1991) suggested, that language anxiety is associated with communication apprehension. Two classroom strategies that Daly (1991) offered teachers for alleviating anxiety are that oral performance not be required and that students not randomly be called on. This would suggest questions regarding the use of any of these communicative learning approaches. Indeed, Young (1992) noted that the emphasis on

the oral activities in the Natural Approach may bring about the very anxiety that the methodology seeks to avoid.

Many studies on foreign language anxiety in relation to proficiency and achievement have focused on the larger contexts of motivation and attitude limiting the specific role of anxiety (MacIntyre & Gardner, 1991). Earlier investigations of the role of the specific construct, anxiety, in relation to proficiency and achievement in foreign language had been somewhat hampered, perhaps due to lack of appropriate instruments.(Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1989, 1991; Price, 1991; Young, 1990).

Since the 1980s foreign language anxiety research has been directed at examining the specific anxiety construct, the relationship between anxiety and learner variables, and the effects of anxiety on the foreign language learner (Horwitz, 1986; Horwitz, Horwitz & Cope, 1986; Horwitz & Young, 1991; Price, 1988, 1991; Trylong, 1987; Young, 1986, 1990, 1991, 1992). MacIntyre and Gardner (1991) noted that the results of some investigations into the role of anxiety in foreign language learning may have also been influenced by "differences in the conceptualization of anxiety" (p. 87).

Purpose of the Present Research

The majority of empirical studies on affective variables, such as anxiety, motivation, and attitude in foreign language, have been of a quantitative nature (Samimy & Rardin, 1994). Price (1991) noted that only a small number of researchers (Bailey, 1983; Horwitz, Horwitz, & Cope, 1986; McCoy, 1979) have attempted to use qualitative methods in the investigation of foreign language anxiety. Qualitative research provides a method of considering phenomena from the viewpoint of the subject. The interview, a qualitative technique, is used to examine specific questions of interest to the researcher, but rarely used in the study of foreign language anxiety (Price, 1991).

This study used the qualitative research traditions (Bogdan & Biklen, 1992; LeCompte & Preissle, 1993; Lincoln & Guba, 1985; Marshall & Rossman, 1989; Maykut & Morehouse, 1994), with the inclusion of a quantitative component. The research was accomplished by means of an ethnographic (phenomenological) interview and a questionnaire. Students from diverse sets of language classrooms (French, German, and Spanish) at two large East Cast universities were interviewed using a set of 10 questions that were developed to elicit answers to the 5 research questions. Attention was focused on the participants' beliefs, experiences, and

feelings, and treated each as "significant realities" (Locke, Spirduso, & Silverman, 1993, p. 95).

Using in-depth phenomenological interviewing (Bogdan & Biklen, 1992; LeCompte & Preissle, 1993; Rubin & Rubin, 1995), the goal was to generate a rich, thick description that provides a methodical and enlightening narration of the participants' perspectives of foreign language anxiety. The concern was to capture the students' own voices. The examination of their words and beliefs in narrative and descriptive ways closely represents "the situation as experienced by the participants" (Maykut & Morehouse, 1994, p. 2).

The participants also completed the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986). The FLCAS is a 33-item, self-report measure, scored on a five point Likert Scale, ranging from strongly agree to strongly disagree, and was developed to capture the specific essence of foreign language anxiety in a classroom setting and to provide investigators with a standard measure.

A second quantitative component was the inclusion of the participant's final course grades for the purpose of comparing anxiety levels with actual achievement as measured by the final grade.

The results of this research may help to further clarify the role of anxiety in a foreign language classroom and may ultimately help to reduce its effects. The findings of this study, therefore, may be beneficial to practitioners and learners alike, and also add to the literature on research in foreign language contexts.

Research Questions

The present study was guided by these basic research questions:

1. Do students believe that anxiety hinders language acquisition?

2. Which factors do students believe contribute to anxiety?

3. Which factors do students believe may help to reduce anxiety?

4. How is anxiety manifested in the students?

5. Do students believe that any one of the three languages being investigated is more anxiety provoking than another?

Definitions

Foreign Language Study

Foreign language study is the study of a language spoken outside the country of the student, such as French,

Spanish, or German in the United States (Krashen & Terrell, 1983).

Second Language Study

Second language may refer to contexts where the language being learned is the one relevant to the surrounding environment, such as English in the United States or England. The terms language learning, foreign language, and second language learning are often used interchangeably, however, second language (L2) is generally defined as "any language other than the first language learned" (Lightbown & Spada, 1993, p. 124).

Language Acquisition and Language Learning

These terms are usually applied interchangeably. As previously explained, for a few researchers, most notably Krashen (1982, 1985a, 1985b, 1987), acquisition is contrasted with learning.

Anxiety

Anxiety is generally described by psychologists as an obscure or vague fear, perhaps only obliquely related with an object, or as a state of apprehension. Anxiety is usually measured either by behavioral tests, self-reports of internal feeling or reactions, or by physiological tests (Scovel, 1978).

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State anxiety may be described as an unpleasant, but temporary emotional condition, while trait anxiety refers to a tendency to be anxious and is a permanent personality characteristic (Young, 1990).

Foreign or second language anxiety may either be viewed as a composite of other types of anxiety, with communication apprehension, fear of negative evaluation and test anxiety as possible components, or as distinct and unique to language learning contexts (Horwitz & Young, 1991).

Chapter 2 Conceptual Framework

Introduction

The central area of interest in the present study is foreign language anxiety, focusing on students' own perspectives. Adult and adolescent learners of a foreign or second language often experience emotional barriers to learning such as anxiety, which can come from many sources (Horwitz & Young, 1991). The goal of the present research is to identify those factors that contribute to anxiety as well as those factors that may reduce anxiety in an attempt to understand more fully the role that anxiety may play in learning a foreign or second language.

The literature to be reviewed comes principally from studies that have included anxiety as a primary factor in language learning for adults and adolescents, as well as studies that focused directly on the role of anxiety in language learning. The material is organized into three sections: An overview of the types of anxiety, which will serve as a brief introduction and explanation of the problem; foreign language anxiety research, which reviews the major current research; and pedagogical implications.

Overview of Anxiety Types

Anxiety that leads to improvement in performance is called facilitating anxiety and that which leads to impaired performance is called debilitating anxiety (Young, 1990). For the purpose of this discussion, anxiety will be considered from the debilitating aspect. Anxiety has been studied by psychologists and educators from many perspectives, resulting in a voluminous body of literature documenting its influence on cognitive, affective, and behavioral functioning (MacIntyre & Gardner, 1991).

Morris, Davis, and Hutchings (1981) reviewed literature on conceptualizing anxiety as two elements, "worry and emotionality" (p. 541). Worry is associated with the cognitive component and emotionality with disagreeable sensations that are usually of short duration. Although worry may interfere with performance by detracting attention from the task, it may also indicate concern regarding self-perceptions of past or present performance problems, rather than cause the poor performance. Some researchers (Kuhl & Beckmann, 1985; Wicklund, 1986) differentiated between a state or static orientation and the action or dynamic orientation. The former refers to "ruminating about causes and feelings" (Ford, 1992, p. 113), and the latter

refers to taking real action to "solve a problem or reduce feelings of distress" (p. 113).

Foreign language classroom anxiety has recently been identified as distinguished from other forms of anxiety (Foss & Reitzel, 1988; Horwitz, Horwitz & Cope, 1986). As reported by Young (1986, 1991), research on anxiety as an affective variable in language acquisition, development, and performance has been carried out, though, often with mixed results. The intricate and complex nature of the language learning process as well as the inconsistency of measuring instruments was pointed out in Scovel's (1978) benchmark paper, which synthesized the then-available research on language anxiety. Anxiety is experienced by almost one half of the students in a foreign or second language classroom, and yet the function of anxiety in the development and performance of a foreign or second language remains unclear (Horwitz, Horwitz & Cope, 1986; Horwitz & Young, 1991; Campbell & Ortiz, 1991).

Trait, state, and situation-specific perspectives are approaches to the study of anxiety. Trait anxiety has been defined as the likelihood of an individual becoming anxious in any situation (Spielberger, 1983). A tendency to be anxious is a permanent personality characteristic. Therefore, an individual with high trait anxiety would

probably become apprehensive in many different kinds of situations (MacIntyre & Gardner, 1991; Spielberger, 1983; Young, 1990). The trait anxiety perspective has been productive in reporting effects of generalized anxiety and it has been applicable across situations (MacIntyre & Gardner, 1989; Tremblay, Goldberg & Gardner, 1995). Nevertheless, it has been noted by MacIntyre and Gardner (1991) that "traits are meaningless unless they are considered in interaction with situations" (p. 88) and that behavior occurs with individuals within the context of a situation. Within a large group of individuals, the anxiety provoking contexts will differ, even among those who have "similar trait anxiety scores" (p. 88).

State anxiety refers to an unpleasant temporary emotional state or condition, activated by the individual's nervous system, such as the apprehension experienced before taking a test (Spielberger, 1983). Young (1990) noted that the negative effects of anxiety, such as diminished cognitive performance, are generally associated with state anxiety.

Measuring Anxiety

Various instruments, such as the Taylor Manifest Anxiety Scale (1953) and Spielberger's State Trait Anxiety Inventory (1983), attempt to define the personality trait of

anxiety, which may be applicable across several situations. State anxiety scales have been criticized for bypassing the source of the reported anxiety. For example, the subject of a state anxiety assessment is not asked to assign the experience to any definitive cause (MacIntyre & Gardner, 1991). It has been argued that scales specific to the language anxiety area are clearly more appropriate than are general anxiety measurements (Aida, 1994; Horwitz, 1986; Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1989, 1991).

In attempting "to capture the essence of foreign language anxiety" (MacIntyre & Gardner, 1991, p. 87), many researchers have adopted the situation-specific approach as an alternative to the state anxiety concept. Situational-specific studies present a better understanding of anxiety because respondents are asked about various aspects of the situation, and thus assumptions regarding the source of the anxiety are avoided. A number of studies have used scales intended specifically to evaluate foreign language anxiety and seem to give more informative and consistent conclusions than do studies applying trait or state types of measures. According to MacIntyre and Gardner (1991), the first identified measure of anxiety specifically concerned with second language learning seems to be the

French Class Anxiety Scale, which was originally included in a study by Gardner and Smythe (1975). Scales measuring English Use Anxiety (Clément, Gardner & Smythe, 1977) and English Test Anxiety (Clément, Gardner & Smythe, 1980) have also been developed. The English Use Anxiety Scale (Clément, Gardner & Smythe, 1977) has been adapted for other languages, such as French (Gardner, Smythe & Clément, 1979) and Spanish (Muchnick & Wolfe, 1982).

A more current measurement instrument specific to foreign language anxiety is the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986). The FLCAS is a 33-item measure based on an analysis of potential sources of anxiety in a language classroom as posited by Horwitz et al. (1986). This scale has been used in many studies of anxiety in foreign language learning and found to be a highly reliable measure (Aida, 1994; Ganschow & Sparks, 1996; MacIntyre & Gardner, 1989; Price, 1988; Young, 1986).

Krashen (1982, 1985a, 1985b) maintained that anxiety inhibits the learner's ability to process incoming language and short-circuits the process of acquisition. An interaction is often found among anxiety, task difficulty, and ability, which interferes at the input, processing, and output level.

Anxiety may cause an attention deficit during input, which may in turn interfere with the initial processing of information, causing insufficient information to be registered. Anxious people might become distracted with a task because their attention is divided between emotion and task-related processing. This distraction may be due to engaging in non-task-related derogatory self talk. People who are not anxious tend not to engage in this type of derogatory self-talk. Anxiety might affect at the output stage by interfering with the retrieval of previously learned information (Tobias, 1986). As Ford (1992) explained, "when people concentrate on motivationally inhibiting aspects of a situation (e.g., imagined deficits in personal capabilities or the possibility of undesired consequences occurring)" (p. 98), they are unlikely to be able to focus the necessary attention on those actions leading to the desired goal.

Anxiety may indeed affect learning by interfering with cognitive processing at both the input and output stages. However, the "skills-deficit hypotheses" (Tobias, 1985, p. 135) posit that students may also become anxious because they are poorly prepared or have deficits in study or test-taking skills.

Cognitive dissonance may be noted in language testing situations, when many different vocabulary words or grammatical structures must be coordinated and retrieved, often simultaneously. Students frequently comment that they know a particular verb form or vocabulary word and yet fail to apply it on the test or in the oral exercise, resulting in those "persistent 'careless' errors in spelling or syntax" (Horwitz, Horwitz & Cope, 1986, p. 126). When students realize they are making preventable mistakes during a test they often become even more anxious leading to more mistakes and increasing anxiety (Horwitz et al., 1986).

Crookall and Oxford (1991) reported that serious language anxiety may cause other related problems with self-esteem, self confidence, and risk taking ability, and ultimately impedes proficiency in the second language. These aspects are particularly harmful to the second language learner attempting to learn the language of the surrounding community, such as English in the United States. The limited ability to communicate results in misunderstandings, in problems relating to others, and in representing their true selves. This may cause withdrawal and increased alienation. Two terms reported for these experiences are "reduced personality" and "culture shock" (Crookall and Oxford, 1991, p. 142).

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Language Anxiety in Relation to Other Anxieties

Language anxiety may be viewed as a syntheses or composite of other types of anxiety; for example, communication apprehension, fear of negative evaluation, and test anxiety (MacIntyre & Gardner, 1989). The fear of communicating orally and such rubrics as reticence, social anxiety, stage fright, communication apprehension, and public speaking anxiety have long been accepted psychological phenomena. Daly (1991) noted that the fear of giving a speech in public exceeded even such phobias as fear of snakes, elevators, and heights. Whereas those with public speaking concerns have only to perform; language learners have a dual task. They must not only learn the new language, but perform in it as well (Foss & Reitzel, 1988). Anxiety in a language learning situation appears to be most often associated with oral activities (Daly, 1991; Koch & Terrell, 1991; Krashen, 1982, 1985a, 1985b; Krashen & Terrell, 1983; Horwitz, Horwitz & Cope, 1986; Young, 1990, 1991, 1992). Perhaps, as Young (1990) has suggested, any investigation regarding speaking in the foreign language class should consider how much anxiety is generated by a fear of speaking in general, and how much by a fear of speaking in the foreign language.

Language anxiety is also a particular and unique form of anxiety, because there may be something exceptional, inherent in language learning processes that makes some persons nervous or anxious (Horwitz, Horwitz & Cope, 1986). The limited range of meaning and affect, which may be communicated to others, may be a source of frustration as well as a threat to the adult learner's self-esteem or self-perception. Indeed, Horwitz et al. (1986) suggested that "probably no other field of study implicates self-concept and self-expression to the degree that language study does" (p. 128).

Research on foreign language anxiety in relation to proficiency and achievement has generally focused on the larger contexts of motivation and attitude, limiting the specific role of anxiety. Trylong (1987) saw attitude, aptitude, and anxiety as extraordinary and potent interactions. Nonetheless, since the 1980s, foreign language anxiety research has increasingly been directed at examining the specific anxiety construct, the relationship between anxiety and learner variables, and the effects of anxiety on the foreign language learner (Horwitz, 1986; Horwitz, Horwitz & Cope, 1986; Horwitz & Young, 1991; MacIntyre & Gardner, 1989, 1991; MacIntyre, 1995a, 1995b; Price, 1988, 1991; Young, 1986, 1990, 1991, 1992).

The previous discussion tends to indicate that anxiety leads to deficits in learning or acquiring a second language, yet how exactly this occurs has yet to be explained. Language anxiety is a complex psychological construct. As mentioned, it has only recently been addressed as distinct from general anxiety. Language anxiety may be viewed as a composite of other types of anxiety, with communication apprehension, fear of negative evaluation, and test anxiety as possible components. Earlier research on language anxiety often presented confusing and mixed results; due perhaps to the difficulty in measuring anxiety because of the intricate hierarchy of intervening variables or the lack of appropriate scales. A scale now exists, (FLCAS Horwitz, Horwitz & Cope, 1986) to measure foreign language classroom anxiety and has been supported by several studies.

Foreign Language Anxiety Research

As previously pointed out, anxiety has been studied by psychologists and educators from many perspectives and the influence on cognitive, affective, and behavioral functioning is well documented (MacIntyre & Gardner, 1991). However, only fairly recently has foreign language classroom anxiety been identified as distinguished from other forms of anxiety (Foss & Reitzel, 1988; Horwitz, 1986; Horwitz,

Horwitz & Cope, 1986; Horwitz & Young, 1991; MacIntyre & Gardner, 1989, 1991; Price, 1988, 1991; Young, 1990, 1991, 1992). Scovel (1978) noted that early research on anxiety as an affective variable in language acquisition, development, and performance often had mixed results, perhaps due to the intricate and complex nature of the language learning process, or the inconsistency of measuring instruments. The more current research generally employs situation-specific measures and focuses on anxiety as a primary affective variable in language learning. Nevertheless, Horwitz and Young (1991) noted that "exactly how anxiety impedes language learning has not been resolved" (p. 177).

The literature to be reviewed next comes principally from studies of adults and adolescents that have included anxiety as a primary factor in language learning, as well as studies that focused directly on the role of anxiety in language learning.

Until rather recently the literature on anxiety was scattered and "notoriously" (MacIntyre & Gardner, 1991, p. 86) difficult to interpret, often presenting more questions than answers. As Scovel (1978) noted, the identification of a particular variable in language learning is very complex because of the extremely intricate interposing systems. The majority of the early studies were based on rather elaborate

causal models, which did not focus specifically on anxiety, but included anxiety as one of several affective variables. MacIntyre and Gardner (1991) reviewed earlier studies that examined anxiety in causal models and suggested that anxiety plays an important role in the language learning process.

In the 1980s research began focusing more specifically on the impact of anxiety on language learning. Trylong (1987) investigated the relationship of student aptitude, attitude, and anxiety to achievement as measured by written tests, oral quizzes, and semester grades in a French language classroom. Trylong found that anxiety was negatively correlated with all areas of achievement and concluded that while aptitude, attitude, and anxiety all interact in the language learning process, anxiety contributes significantly, independent of aptitude and attitude.

Ely (1986) devised scales to measure Language Class Discomfort (anxiety), Language Class Risktaking, and Language Class Sociability in a study of anxiety in a Spanish language classroom. Ely found that anxiety did indeed influence classroom participation, which in turn affects achievement in language learning. A negative causal relationship between Language Class Risktaking and Language Class Discomfort probably means that merely prodding

students to take linguistic risks is ineffective unless some way can be found to make them feel more secure in their classroom environment.

Horwitz, Horwitz and Cope (1986) noted that discrepancies in foreign language research findings could be due "at least in part to the inconsistency of anxiety measures used..." (p. 126). A scale, The Foreign Language Classroom Anxiety Scale (FLCAS), was developed for the purpose of providing researchers with a standard instrument (Horwitz, Horwitz & Cope, 1986). The FLCAS is based on analyses of possible sources of anxiety as posited by Horwitz et al. (1986) and "...are reflective of communication apprehension, test anxiety and fear of negative evaluation in the foreign language classroom" (p. 129). Some sample items include these statements: "I never feel quite sure of myself when I am speaking in my foreign language class," "In language class, I can get so nervous I forget things I know," "I get nervous when I don't understand every word the teacher says," "I get nervous and confused when I am speaking in my language class" (pp. 129-30). Horwitz et al. (1986) concluded that foreign language anxiety plays an important role in language learning, that the main sources of anxiety appear to be listening and speaking, and that anxiety can be reliably and

validly measured (for a discussion of the reliability and validity measures see Appendix B).

Horwitz (1988) researched beliefs about language learning among beginning university students. Although not primarily or directly concerned with anxiety, it was noted that students preconceived views might affect their performance and achievement in the classroom. For example, the belief that some people are unable to learn any foreign language would appear to negatively impact the learning experience by creating an atmosphere for self-induced failure. On the other hand, many students believed that a language could be learned with relatively little effort or in an unrealistic amount of time. This belief would surely cause anxiety when students failed to attain their preconceived timetable of proficiency. The findings of this study underscore the importance of teachers having some knowledge of their students' beliefs regarding language learning in order to more effectively enhance the learning process, as well as to become aware of possible sources of anxiety.

In a related context, an awareness of beliefs students have about their abilities may provide insight regarding their classroom anxiety. If students subscribe to the incremental theory view, that intelligence is pliable and

"can be increased through effort expenditure" (M. Bandura & Dweck, 1988, p. 33), they will likely regard problems in the language classroom as part of the learning process and not be unduly disturbed by mistakes and errors. On the other hand, if students believe that intelligence is constant, "a fixed unchangeable quantity" (M. Bandura & Dweck, 1988, p. 33), they would have the entity theory view and may see mistakes and errors as a threat to their ability and self-confidence. The entity theory view could also generate a helpless behavior pattern for these students that might include high anxiety and performance difficulties (Henderson & Dweck, 1990).

Similarly, personal efficacy beliefs, especially what A. Bandura (1997) called perceived self-efficacy, may be key contributors in performance accomplishments. Briefly, people who believe in their own capabilities see potential stressful situations as challenges to be overcome. People who are unsure of their abilities avoid tasks in those areas, are prone to stress, and easily lose faith in their ability.

That a lack of capability, as well as a self-perceived lack, could have deleterious effects on a student's language performance has also been noted by Horwitz and Young (1991).

Price (1988) examined foreign language anxiety in relation to selected learners variables such as age, sex, test anxiety, foreign language aptitude, and public speaking anxiety. Price (1988) administered a battery of tests to the subjects, one of which was the previously discussed, FLCAS (Horwitz, Horwitz & Cope, 1986). Foreign language anxiety was found to be negatively associated with foreign language aptitude, but positively associated with test anxiety and public speaking anxiety. No relationship between anxiety and self-esteem was found. Price (1988) proposed that correlates of foreign language anxiety be further investigated and suggests two areas of focus: lowering test anxiety and increasing students' confidence.

Aida (1994) used the FLCAS (Horwitz, Horwitz & Cope, 1986) in a study investigating anxiety from a non-European (Japanese) language context. According to Aida (1994), the Japanese language requires approximately 1,320 hours to reach the same level of proficiency that students of French, Spanish, or German reach in approximately 480 hours. Aida (1994) was interested in knowing if students of such a difficult language have different experiences from students learning languages more similar to English. Two of the research questions were: "Do students of Japanese feel anxious in their classrooms? If so, what are the sources of

their anxiety?" (p. 155). The study showed that there was considerable anxiety in the Japanese language class and also that the findings were consistent with other research using Western languages. Other than text anxiety, Aida (1994) reported support for the findings of Horwitz, Horwitz & Cope, (1986). Aida (1994) noted that the findings regarding test anxiety are congruent with those of MacIntyre and Gardner (1989), who concluded that test anxiety was a general anxiety problem, not specific to language learning. Aida (1994) recommended that the items regarding test anxiety be eliminated from the FLCAS (Horwitz, Horwitz & Cope, 1986) and that future research should look into "potential interactions between anxiety and other student characteristics..." (p. 164).

Horwitz and Young (1991), MacIntyre and Gardner (1991), and Scovel (1978) reported that many of the earlier studies on anxiety in foreign language learning pointed to mixed and often confusing results. One such example is found in a study by Young (1986), which examined the relationship between anxiety and foreign language oral proficiency ratings. Young was interested in providing an assessment of how scores on the Oral Proficiency Interview (developed by the American Council on the Teaching of Foreign Languages) might be affected by anxiety. Would anxiety reduce the

scores on the test? The subjects, prospective teachers of German, French, and Spanish, were given a self-rating of proficiency scale, a dictation test, and an oral interview. Four instruments measuring anxiety were used, one of which was the FLCAS (Horwitz, Horwitz & Cope, 1986). Young (1986) concluded that ability was the major factor influencing oral interview scores. However, it is important to note that the subjects were aware that the interview in the study was an unofficial administration of the test. This study did not provide data on degrees or amounts of anxiety in an official testing situation and therefore raises more questions. Does anxiety affect existing ability, thereby impinging on performance? Or, does poor performance, predicated only on mastery, cause anxiety as an effect?

Questions concerning cause and effect are investigated by MacIntyre (1995a) in a paper reviewing evidence on anxiety in general, as well as the role of anxiety in the language learning processes. MacIntyre (1995a) took issue with the Linguistic Coding Deficit Hypothesis (LCDH), introduced by Sparks and Ganschow (1991, 1993a, 1993b), which posits language aptitude as being "the primary source of individual differences in language achievement" (p. 90) and which therefore relegates "language anxiety to the status of an unfortunate side effect" (p. 90). MacIntyre

(1995a) argued and cited evidence to demonstrate that "language anxiety can play a significant causal role in creating individual differences in both language learning and communication" and described the process involving anxiety, cognition, and behavior as "continuous" and "cyclical" (p. 90). For example, a simple request that a student answer a question in language class may cause anxiety that brings on concern and worry. This leads to a decrease in cognitive performance, which in turn may cause negative self-evaluation that still further inhibits performance and therefore achievement. This vicious circle may become so deeply established that any aspect or suggestion of second language learning causes anxiety. Furthermore, MacIntyre (1995a) stated that the (LCDH), advanced by Sparks and Ganschow (1991, 1993a, 1993b), discounts the complexity of the role of anxiety in language learning and does not "recognise the language learning context" (p. 97). Therefore, the LCDH is an insufficient explanation for individual difference in language achievement.

In a rejoinder to MacIntyre's (1995a) contention, Sparks and Ganschow (1995) defended their position that anxiety cannot be examined without "inferring a cause," that is, to discover factors that bring about the anxiety (p.

237). Sparks and Ganschow (1995) stated that their comparison studies, between good and poor foreign language learners, revealed significantly lower levels of native language skill and foreign language aptitude in the poor foreign language learners. While acknowledging that motivation, attitude, and anxiety may impede language learning, Sparks and Ganschow (1995) argued that major difficulties in foreign language learning are most likely based in native language learning and "that facility with one's language 'codes' (phonological/orthographic, syntactic, semantic) is likely to play an important causal role in learning a FL" (p. 235). The more significant causal factor in foreign language learning situations is the ability to use and understand language (learning a foreign language being the learning of language), rather than affective variables. This is congruent with the position of Cummins and Swain (1986), which stated that achieving proficiency in a second language depends on development of proficiency in the first language. That is, "there is an underlying proficiency that is common to both languages" (p. 103) and one can apply these language processes "to any language context" (p. 103).

Sparks and Ganschow (1995) argued that they have generated enough evidence to support their view that

language differences, rather than affective variables, are the problems of most poor foreign language learners. In addition, Sparks and Ganschow (1995) pointed out that items on the FLCAS (Horwitz, Horwitz & Cope, 1986) "are likely confounded by students' skills in language processing" (p. 242). One other concern noted by Sparks and Ganschow (1995) is that if foreign language educators attribute lack of success in FL learning simply to motivation or high levels of anxiety then alternative or new methodologies may not be sought out.

MacIntyre (1995b) suggested that an investigation of where anxiety and aptitude are independent of each other might help to clarify the issue. An experimental design study is recommended crossing high and low aptitude groups with high and low anxiety arousal situations. MacIntyre (1995b) further suggested that explanations based on native coding differences and affective factors be seen "as supplemental to one another" (p. 247) to best map out the complex dimensions of the language learning process.

The previous discussion affirms that anxiety in the foreign language classroom is recognized, in various forms and degrees, by practitioners and researchers alike. Studies have consistently revealed that anxiety can impede foreign language production and achievement. However, the precise

role that anxiety plays in the language learning process remains problematic and is a matter of ongoing debate by some researchers (MacIntyre, 1995a, 1995b; Sparks & Ganschow, 1995). The literature on anxiety and foreign language reviewed thus far has been of a quantitative nature. Price (1991) pointed out that very little research in this area has been conducted qualitatively.

The next group of studies investigate anxiety in foreign language from the qualitative perspective.

Young (1990, 1992) examined language anxiety from the students' perspectives as well as those of foreign language specialists. In the first instance, a questionnaire was administered to students in a Spanish language class identifying sources of anxiety and speaking in the foreign language. Young (1990) found that the primary source of anxiety was not simply speaking in the foreign language. Rather, speaking in front of the class provoked the greatest amount of anxiety. This is consistent with other research citing speaking in the foreign language as the activity most anxiety generating (Daly, 1991; Horwitz, Horwitz & Cope, 1986; Koch & Terrell, 1991; Price, 1988, 1991). Young (1992) used the interview format to gain insights from established scholars (Krashen, Omaggio Hadley, Terrell, and Rardin) in foreign and second language learning. A number of questions

were asked regarding areas of "relatively scant" (p. 158) research, two examples are: "Do language learners experience an equal amount of anxiety in all four skill areas?" and "How do you see anxiety manifested in your language learners?" (Young, 1992, p. 158). All of the interviewees agreed that speaking in the foreign language generates the greatest amount of anxiety although listening was also cited as quite anxiety provoking if it were "incomprehensible" (Young, 1992, p. 168). Some of the behaviors noted by Krashen, Omaggio Hadley, Terrell, and Rardin were "freezing up," "nervous laughter," "clown-like behavior," and "short answers," all similar to that reported in previous research on foreign language anxiety (Young, 1992, p. 169). One unusual manifestation of anxiety reported by Rardin to Young (1992) is the need to hypothesize about, to analyze, and to discuss the language, rather than to actually speak it.

As previously noted, most research on foreign language has been of a quantitative nature. Qualitative research provides a method of considering phenomena from the perspective of the subject. In order to investigate anxiety from the learner perspective, Price (1991) interviewed 10 foreign language students who had been identified as highly anxious. The interview, a qualitative technique, has been used successfully in many fields to examine specific

questions of interest to the researcher, but rarely used in the study of foreign language anxiety. The interviews of anxious students were audiotaped and transcribed for analysis. A description of each subject's experiences was written, and "common threads in the interviews" were identified (Price, 1991, p. 103). Stressful classroom experiences were among the items cited as anxiety provoking. Two personality variables were also suggested by this study, those of "perfectionism and fear of public speaking" (Price, 1991, p. 106). This study indicates that students are valuable sources of information and provide insight for language instructors, not only regarding anxiety, but on various other aspects involving the foreign language classroom as well (Price, 1991).

One type of perfectionism, described by Kolligian (1990) as "perceived fraudulence" (p. 261), the secret feeling of "being an impostor or a fraud" (p. 261), may be a trait of many high achieving students. Kolligian (1990) noted that anxiety is "an important part of perceived fraudulence" (p. 268), generally as "a reaction to impending potentially negative outcomes or the threat of social exposure" (p. 268). These outcomes would be typical in language classrooms.

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In sum, a search of the literature reveals that there have been questions regarding language learning and anxiety from every aspect of the language learning spectrum. Attempts to answer these questions, particularly within the past two decades, have opened new areas of interdisciplinary investigation. Yet, language anxiety research is not entirely new as teachers have been cognizant for sometime that many students were uncomfortable or even distressed in language learning classes. It appears that speaking activities are the most anxiety provoking, although all skill areas have been implicated in varying degrees. Language anxiety is a complicated psychological construct experienced by learners of both foreign and second language; it may be isolated from general anxiety and has a negative effect on language learning contexts. However, no clear elaboration was found in early empirical studies on how anxiety affects language learning, and precisely how anxiety hinders language learning still has not been determined. Much of the research has involved proposals for alleviating and coping with language anxiety as well as suggesting areas needful of attention from foreign language practitioners.

Pedagogical Implications

Campbell and Ortiz (1991) asserted that "debilitating anxiety in the foreign language classroom is a concrete

problem that merits the serious attention of foreign language educators" (p. 159). Within the last decade or so, considerable attention has been given to the effect of anxiety in the language learning classroom, and various methods, techniques, and approaches have been developed that attempt to alleviate anxiety and stress and facilitate language acquisition. The following literature review describes attempts to provide some solutions to various aspects of this problem, or suggests areas in need of attention from foreign language researchers and practitioners.

Possible Sources of Language Anxiety

Young (1991) noted that language anxiety may have many sources; "some are associated with the learner" (p. 427), including low self-esteem and specious beliefs regarding the learning of language, and "some with the teacher" (p. 427). Many instructors disfavor a too friendly relationship with their students, seeing their role to be more that as "drill sergeants" (Young, 1991, p.428), constantly correcting student errors. Teachers, who are also often under pressure, may themselves be nervous, and perhaps "thereby inadvertently stimulate latent anxiety in their students" (Crookall & Oxford, 1991, p. 143). Some other sources of anxiety are bound up with instructional and methodological

practice, which may indicate that practitioners are doing "something fundamentally unnatural" (Young, 1991, p. 421) in the methodology. MacIntyre and Gardner (1989) have argued that students experience anxiety only after repeated negative experiences in the language learning context. However, Sparks and Ganschow (1995) cautioned that if foreign language educators attribute lack of success in FL learning simply to motivation or high levels of anxiety, then alternative or new methodologies may not be sought out.

MacIntyre (1995a, 1995b) and MacIntyre and Gardner (1989, 1991) have demonstrated that anxiety limits short-and long-term memory and causes diminished performance on a variety of tasks including listening, reading, and comprehension. This suggested rather strongly that anxiety may negatively affect the language learning process. Although the study of anxiety in foreign and second language is relatively new, instructors and researchers have been aware of the association between foreign language learning and anxiety for some time (Price, 1991). For example, the frequent testing and examinations in a language classroom are one cause of worry and concern for the learner; whether this is generalized test anxiety or the anxiety specific to tests in a language classroom is still not clear. In addition, if foreign language tests are given orally, they

may induce both test anxiety and communication apprehension (MacIntyre & Gardner, 1989).

To alleviate test anxiety, Young (1991) suggested that instructors, and language programs in general, develop and monitor "fair tests that accurately reflect in-class instruction" (p. 433). For example, instructors who profess to using a communicative approach and yet test on discrete grammar points would most likely cause students to be annoyed, frustrated, and anxious, because these testing practices do not match communicative instruction methods.

Methodologies Thought to Reduce Anxiety

The older approaches based on grammar-translation and audio-lingual methods are currently thought to foster negative connotations and attitudes "toward the target language and language learning in general" (Koch & Terrell, 1991, p. 109).

Methods such as the Natural Approach (Krashen & Terrell, 1983), Suggestology (Lozanov, 1979), and Community Language Learning (Curran, 1976) seek to alleviate anxiety by providing a low stress environment, and to promote communicative competence by focusing on day-to-day activities of people in the countries of the target language. However, ample evidence implicates speaking activities as the most anxiety provoking (Horwitz, Horwitz &

Cope, 1986; Horwitz & Young, 1991; MacIntyre, 1995a; MacIntyre & Gardner, 1991; Price, 1991; Young, 1990, 1991, 1992). Therefore, the emphasis on oral activities in communicative approaches may bring about the very anxiety that these methodologies seek to avoid. Indeed, Koch and Terrell (1991) reported that, while students are generally less anxious in a Natural Approach class, the approach is not always successful at bringing all students to a low level of anxiety. Dialogues and skits are some oral activities cited by students as stressful; however, Koch and Terrell (1991) maintained that these are important listening activities as well and should not be given up.

Error Correction

It is believed that the correction of errors produces anxiety in a number of students; therefore, speech errors are not corrected in the Natural Approach communication activities. Yet, many students believe that speech correction is a necessity in language learning and they want to know if their speech output is accurate. Interestingly and paradoxically, not having their errors corrected will make these students anxious. Consequently, a technique meant to reduce anxiety may have the opposite effect on a number of students (Koch & Terrell, 1991).

If some error correction is appropriate, according to the instructor's pedagogical preference, then Young (1991) suggested that modeling may be effective. That is, the teacher does not overtly or harshly correct the incorrect utterance; but, simply repeats the phrase in the proper grammatical and/or phonetic form. In this manner the correct feedback is given to those students who wish it, and yet mistakes are not emphasized in front of the others. These "reformulations and expansions" (Krashen & Terrell, 1983, p. 178) are an integral part of the Natural Approach methodology and are believed to aid in comprehension as well. Young (1991) pointed out that there is no concrete evidence to suggest that modeling is effective; on the other hand, there appears to be no evidence that suggests that it is not. Young (1991) cautioned, if modeling is used, then "students must learn to listen carefully and strategically" (p. 432).

There appears to be no easy or simple antidote for anxiety. Techniques may be found to make some of the activities less stressful and threatening. For example, in the Suggestology method (Lozanov, 1979), students are given a foreign language name and identity, which provides a mask. Behind this mask students may hide and develop a personality that may dialogue and make mistakes without fear of

embarrassment. This technique is meant to free students from the usual anxiety that accompanies such speaking activities. Indeed, Horwitz, Horwitz, and Cope (1986) reported that some students who are normally "self conscious and inhibited" (p. 127) discover that when they speak in a foreign language it seems as if some different person were doing the communicating; consequently, they were considerably less anxious. Horwitz et al. (1986) pointed out the similarity to the stutterer who performs quite normally when singing or even acting.

In a study examining learner's reactions to the Community Language Learning method (Curran, 1976), Samimy and Rardin (1994) found that this humanistic and learner-centered approach generally facilitated anxiety alleviation, and increased enjoyment of the learning experience. The findings of this study suggested that barriers to language acquisition may be overcome by "(1) a supportive environment; (2) a nonjudgmental teacher attitude; (3) peer support; (4) activities that relate personally to learners; and (5) activities that facilitate individual and community achievement" (Samimy & Rardin, 1994, p. 379). This is congruent with findings from earlier studies such as those of Horwitz, Horwitz, and Cope (1986); Price (1991); and Young (1990, 1991, 1992), that pointed out

the importance of recognizing the negative impact that anxiety may have on adult second language acquisition.

Paradoxically, while most students were found to be favorable to the Community Language Learning approach, some were discomfited or anxious due to the "lack of traditional structures in classroom management and materials" (Samimy & Rardin, 1994, p. 387). This finding was similar to that of Koch and Terrell (1991), who reported that a technique meant to reduce anxiety, such as the lack of error correction in the Natural Approach, may have the opposite effect for a number of students. Indeed, it has been suggested (Aida, 1994) that anxiety may interact with some other learner variable rather than with methodology per se. Whatever that case may be, research (Aida, 1994; Daly, 1991; Ely, 1986; Foss & Reitzel, 1988; Horwitz, 1986; Horwitz, Horwitz & Cope, 1986; Horwitz & Young, 1991; Koch & Terrell, 1991; Krashen, 1982, 1985a, 1985b; Krashen & Terrell, 1983; MacIntyre, 1995a, 1995b; MacIntyre & Gardner, 1989, 1991; Price, 1988, 1991; Samimy & Rardin, 1994; Young, 1990, 1991, 1992) suggests that efforts must be made to find ways of assisting students to feel more secure in their foreign language classroom environment, in order to maximize the language learning experience.

Techniques and Practices to Reduce Anxiety

Various techniques and classroom practices, which have been used by practitioners in the classroom, or suggested by researchers to help reduce anxiety, are discussed next.

The findings of a study by Schlesinger (1995) suggested that anxiety reduction techniques can be effective tools in combating anxiety. The techniques used in this study included assertiveness training, mantra concentration, and visual imagery, with no technique demonstrating significant difference from the other. Mantra concentration, however, appeared to be the most effective on grade improvement. Schlesinger (1995) reported that the students were greatly in favor of the anxiety-reduction techniques, but noted that further research would better resolve the use of these and other such techniques.

Foss and Reitzel (1988) reported that when anxious students have to speak before the class, it is helpful if they first practice intensely in a small group. This is consistent with the view of Tobias (1986), which is that anxiety may hinder input, processing, and output. Therefore, anxious students should be given opportunity to review material in order to compensate for this division of cognitive resources. Foss and Reitzel (1988) also suggested that students create a list of fears or beliefs about

speaking in another language that would be written on the blackboard. By writing these beliefs on the blackboard students may become aware that these fears were either irrational or, at least, were shared by other students. Merely knowing that they were not alone in their fears or beliefs might help to reduce some amount of anxiety for these students.

Crookall and Oxford (1991) described some similar activities that may help to reduce anxiety, but noted that they are simply useful classroom techniques and are not meant to alleviate any deep-seated clinical anxiety problems. One classroom activity is for the students to write a letter to an "agony column" (p. 145) explaining some difficulty or problem in language learning and requesting advice. The students would work together and come up with advice specific to each problem. This activity would reassure students that they are not alone in their problems or fears and would allow them to confront or get in touch with their anxious feelings. Another activity is the "mistakes panel" (Crookall & Oxford, 1991, p. 147), which helps students become more relaxed and less stressful about making errors. In this activity, students collect mistakes and errors, treating such in a fun manner by awarding points for the most entertaining or original mistakes. This

activity is meant to create a positive cooperative interaction among the students and the teacher, and to help students to reduce the anxiety associated with errors, and ultimately to learn from those errors.

In spite of the best efforts of practitioners, some students may need to actively seek out help in managing their anxieties in the form of support groups, practicing productive self talk, joining language clubs, or receiving "supplemental instruction" (Young, 1991, p. 431).

Role of the Instructor

Research suggests that the vital role played by the teacher in lessening students' anxieties be well understood and not underestimated. It serves no purpose for students and teachers to be cast in combatant roles. Price (1991) reported that her research clearly showed that "instructors had played a significant role in the amount of anxiety each student had experienced in particular classes" (p. 106) and that each student had "vivid memories" (p. 106) of the treatment from those teachers. The most common complaint reported to Price (1991) was that the majority of teachers had made the foreign language classroom a place of performance rather than of learning. Price (1991) pointed out that her subjects' most frequent suggestion for reducing anxiety was that the teacher be more "like a friend helping

them to learn and less like an authority figure making them perform" (p. 107). Young (1990) noted that students felt less stressful and anxious when the teacher's style of correction was gentle and when the teacher did not "overreact to mistakes" (p. 9).

This research strongly suggests that students appreciate teachers who provide a friendly, supportive, and tension-free environment. By creating such an environment teachers may help anxious students to reduce anxiety and to maximize learning (Aida, 1994; Horwitz, Horwitz & Cope, 1986; Price, 1991; Young, 1990, 1991, 1992).

Summary

The previous discussions indicate that anxiety in the foreign language classroom is a serious problem and is experienced by one third to one half of the students in a foreign or second language classroom. Anxiety can have a debilitating effect on cognitive functioning, and thus hinder the acquisition of, and achievement in, a foreign language. Foreign language anxiety has many sources; some sources may be associated with the learner, with the teacher, or with the methodology or instructional practice. Anxiety may also originate in low self-esteem, specious beliefs regarding the learning of language, negative experiences associated with the foreign language or culture,

or in the general experience of language learning. However, only recently has foreign language classroom anxiety been identified as distinguished from other forms of anxiety. Recent research has focused on the tasks of more clearly illuminating the problem of language anxiety, providing some solutions to various aspects of this problem, or has suggested areas needful of attention from foreign language researchers and practitioners. A review of the literature also reveals that the precise role of anxiety in the language learning process remains unclear, and that many of the issues and questions regarding foreign language anxiety have yet to be resolved; thus providing abundant areas for further investigation.

Chapter 3 Methodology

Goals and Methods of Research

The primary goal of this research was to identify those factors, as perceived by students, that may contribute to anxiety, and those factors that may reduce anxiety. The study was guided by and attempted to answer these basic research questions:

1. Do students believe that anxiety hinders language acquisition?

2. Which factors do students believe contribute to anxiety?

3. Which factors do students believe may help to reduce anxiety?

4. How is anxiety manifested in the students?

5. Do students believe any one of the three languages being investigated to be more anxiety provoking than another?

This study utilized the qualitative research traditions (Bogdan & Biklen, 1992; LeCompte & Preissle, 1993; Lincoln & Guba, 1985; Marshall & Rossman, 1989; Maykut & Morehouse, 1994), with the inclusion of a quantitative component.

The research was accomplished by means of an ethnographic (phenomenological) interview and a questionnaire. Students from a diverse set of language classrooms (French, German, and Spanish) at two large East Coast universities were interviewed using a set of 10 questions that were developed to elicit answers to the 5 research questions. The basic interview questions asked were the following:

1) Would you please describe your feelings about your foreign language class?

2) Please tell me what you like best about your foreign language class.

3) Please tell me what disturbs you the most in your foreign language class.

4) Are there other things that disturb you about your foreign language class that you can tell me, and how do you react to them?

5) Do you believe that you are good in your language study (that is, are you confident of your ability)?

6) How do you think people in your classroom will react if you make mistakes?

7) When you find yourself in a stressful situation, do you primarily worry, or do you actively seek a solution?

8) Have your instructors played a role in your feelings, either good or bad, about your foreign language classes?

9) Do you have any ideas of ways to make the foreign language class less stressful?

10) How do you feel now after addressing this issue?

The participants also completed the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986). The FLCAS is a 33-item, self-report measure, scored on a five-point Likert Scale, ranging from strongly agree to strongly disagree, and was developed to capture the specific essence of foreign language anxiety in a classroom setting and to provide investigators with a standard measure. The FLCAS is based on an analysis of potential sources of anxiety in a language classroom, integrating three related anxieties (communication apprehension, test anxiety, and fear of negative evaluation) as posited by Horwitz et al. (1986).

Some sample items include these statements: "I never feel quite sure of myself when I am speaking in my foreign language class," "In language class, I can get so nervous I forget things I know," "I get nervous when I don't understand every word the teacher says," "I get nervous and confused when I am speaking in my language class" (Horwitz,

1986, pp. 129-30). The questionnaire appears in Appendix A.

A second quantitative component was the inclusion of the participant's final course grades for the purpose of comparing anxiety levels with actual achievement as measured by the final grade. An attempt was made to learn if the participant's level of anxiety correlated with the final grades (high anxiety-low final grade) or if the participants were motivated to succeed in spite of their anxiety levels. Interview questions 5, 6, and 7 were formulated to elicit information regarding student beliefs concerning ability and contexts, as well as state versus action or state and dynamic goal orientations (Kuhl & Beckmann, 1985; Wicklund, 1986). That is, are students "ruminating about causes and feelings" (Ford, 1992, p. 113) or do they take action to "solve a problem or reduce feelings of distress" (p. 113).

The inclusion of the quantitative dimension, (FLCAS, Horwitz, Horwitz & Cope, 1986) and the correlation with final grades to the study provides another lens from which to view the problem of language anxiety. As Warwick (1973) pointed out, "every method of data collection is only an approximation to knowledge. Each provides a different and usually valid glimpse of reality, and all are limited when used alone" (p. 190).

Participants

An attempt was made to recruit 15 participants for this study and 15 students were selected. The students were not paid for their participation, but were given information on foreign language anxiety by the researcher. The participants were recruited primarily from intermediate-level university students in French, German, and Spanish language classrooms. The researcher contacted the appropriate university departments and explained the goals and methods of the research in order to gain entry to distribute flyers soliciting volunteers, and to possibly obtain referrals. The Counseling Center, the Learning Center, and the Computer Center at one university were all contacted for possible participants, and recruitment flyers were left for distribution. Recruitment flyers were also posted on various bulletin boards on one campus, and an ad was run in one campus newspaper. The researcher made visits to several classrooms to explain the research and to recruit volunteers. Students were also approached by the researcher at various locations at one university.

The 15 participants, 9 females and 6 males, all native speakers of English, were volunteers from two university sites, one public, one private. Three participants were studying French, two German, and ten Spanish. All but two

students had studied one or more other languages previously, either in high school or at the university level. No beginners were selected for this study because beginning students (those with no previous language experience) may have preconceived views regarding language learning that might have affected the results. The two students in a beginning-level course had studied another language (French) previously and one had studied two other languages (French and Spanish). The researcher had hoped to more evenly divide the participants among the three languages being investigated, French, Spanish, and German. However, a much larger pool of students learn Spanish than both French and German combined.

The participants ranged in age from 18 to 45 years and were all currently enrolled in degree programs, with the exception of the 45-year-old, who had graduated in May with a degree in French. One female participant was not currently studying a language due to her extreme foreign language anxiety, but had studied Spanish in high school for 4 years. Several ESL students, two Russian language students, and one student of Japanese contacted the researcher to volunteer, but were not included in order to limit the study to the French, Spanish, and German languages.

Data Collection

In response either to the recruitment flyers or the researcher's classroom presentation, the participants contacted the researcher by telephone and by electronic mail to volunteer, and were screened accordingly. During the initial contact with potential participants, the purpose and methods of the research were explained, and an appointment for an interview scheduled. The interviews took place in the university library study rooms, student union study rooms, and in an interview room of the Psychology Department at one university site.

The following participant demographics were collected at the beginning of each interview and were entered into a data base:

1. gender
2. age
3. native language
4. foreign language presently studied
   a. present semester level
   b. total years of study
5. other foreign languages studied

As a complement to the student interviews, the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz,&

Cope, 1986) was completed by the participants before the audiotaped interview began.

As mentioned, the FLCAS is a 33-item, self-report measure based on an analysis of potential sources of anxiety in a language classroom as posited by Horwitz et al. (1986). The FLCAS is scored on a five-point Likert scale, ranging from strongly agree to strongly disagree. This scale has been used in many studies of anxiety in foreign language learning and found to be a highly reliable measure (Aida, 1994; Ganschow & Sparks, 1996; MacIntyre & Gardner, 1989; Price, 1988; Schlesinger, 1995; Young, 1986). See Appendix B for reliability and validity coefficients.

Data was collected from the participants using in-depth phenomenological interviews (Bogdan & Biklen, 1992; LeCompte & Preissle, 1993; Rubin & Rubin, 1995), which captured the students' voices and generated a rich, thick description of the participants' perspectives of the phenomenon under investigation. Attention was focused on the participants' beliefs, experiences, and feelings, treating each as "significant realities" (Locke, Spirduso & Silverman, 1993, p. 95).

A general interview guide was followed, using a set of questions carefully developed to elicit answers to the research questions, which did not inhibit or limit the

respondents answers (LeCompte & Preissle, 1993; Holstein & Gubrium, 1995; Rubin & Rubin, 1995).

Questions 5, 6, and 7 were formulated to elicit additional information regarding student beliefs concerning ability and contexts, as well as state versus action goal orientations. Question 10 was included in an attempt to understand if the students may have learned more about foreign language anxiety, or might have personally benefited from their participation in the study. The basic interview questions asked were the following:

1) Would you please describe your feelings about your foreign language class?

2) Please tell me what you like best about your foreign language class.

3) Please tell me what disturbs you the most in your foreign language class.

4) Are there other things that disturb you about your foreign language class that you can tell me, and how do you react to them?

5) Do you believe that you are good in your language study (that is, are you confident of your ability)?

6) How do you think people in your classroom will react if you make mistakes?

7) When you find yourself in a stressful situation, do you primarily worry, or do you actively seek a solution?

8) Have your instructors played a role in your feelings, either good or bad, about your foreign language classes?

9) Do you have any ideas of ways to make the foreign language class less stressful?

10) How do you feel now after addressing this issue?

Before the taped interview began, the researcher engaged in casual conversation with the participants to establish rapport, review the nature of the study, and provide information on foreign language anxiety. The interviews were conducted in English, and the participants reassured of confidentiality. The time for each interview was approximately one to one-and-one-half hours. The participants also agreed to furnish the researcher with their final foreign language grades. With the permission of each participant, the interviews were audiotaped and transcribed verbatim as soon as possible after each interview by the researcher. The transcriptions provided the source for the qualitative analysis. The participants were number coded for confidentiality, and a file was created for each participant containing the individual's completed FLCAS

questionnaire, participant agreement, demographics sheet, and final grades.

Data Analysis

The data analysis of the three components of the research will be discussed in the following order: interviews, FLCAS scores, and final grades.

The taped interviews were transcribed verbatim by the researcher. The transcriptions of the interviews were analyzed according to basic categories developed from the interview questions: factors believed to cause anxiety, factors believed to reduce anxiety, manifestations of anxiety, student awareness of anxiety, and most anxiety-provoking language. Under each separate category, portions of dialogue were detailed according to individual participant response. In this way the source of the quotation was readily identifiable. The factors were then extrapolated from the dialogue portions and listed. Where appropriate, subcategories were also developed. Concomitantly, the transcriptions were analyzed to seek out "common threads" (Price, 1991) and patterns emerging from other interview questions. The qualitative narrative was generated from these data.

In analyzing the Foreign Language Classroom Anxiety Scale (FLCAS, Horwitz, Horwitz & Cope, 1986), the response

of each participant to very question on the scale was initially entered into a data base.

The 33-item FLCAS is scored on a five-point Likert scale, ranging from strongly agree to strongly disagree, with possible scores ranging from 33 to 165. Items 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33 represent high anxiety and were scored from 5 points (strongly agree) to 1 point (strongly disagree). Items 2, 5, 8, 11, 14, 18, 22, 28, and 32 represent lack of anxiety, and were scored from 1 point (strongly agree) to 5 points (strongly disagree). The FLCAS scores were then analyzed quantitatively for percentages and frequencies of responses. These responses were compared with the qualitative results as a validity check, and selected items were detailed within the body of the narrative.

The final grades were collected in an attempt to learn if the participants' level of anxiety correlated with the final grades (high anxiety-low final grade) or if the participants were motivated to succeed in spite of their anxiety levels. Twelve participants of the sample of fifteen reported final grades.

The data obtained from interview questions 5, 6, and 7; student beliefs concerning ability and contexts, motivation, and goal orientations were compared with final grades and

FLCAS scores. The results of this analysis are reported in the qualitative narrative.

Limitations

This investigation was limited to the role of anxiety in foreign language learning contexts, focusing primarily on factors believed to cause anxiety and reduce anxiety. The study was restricted to a small sample of 15 participants, and only 12 reported final grades for the semester. The languages studied by the participants were limited to French, Spanish, and German at various levels of foreign language instruction. Ten of the participants were studying Spanish, three French, and two German. As the participants came from two different university sites, there are perhaps two different grade scales to consider regarding final grades. In addition, grades may be affected by a number of characteristics, including anxiety, and by levels or types of motivation. Most participants were considered anxious and even highly anxious. However, the fact that they were all volunteers might indicate a highly motivated sample. For these reasons only limited generalization of the findings of this research may be warranted. However, this research may help to further awareness of and to elaborate on the role of anxiety in foreign language contexts.

Chapter 4 Findings

Introduction

The primary goal of this research was to identify those factors, as perceived by the students themselves, which may contribute to anxiety and those factors that may reduce anxiety. The study was guided by, and attempted to answer, these basic research questions:

1. Do students believe that anxiety hinders language acquisition?

2. Which factors do students believe contribute to anxiety?

3. Which factors do students believe may help to reduce anxiety?

4. How is anxiety manifested in the students?

5. Do students believe any one of the three languages being investigated to be more anxiety provoking than another?

The interviews were guided by a set of 10 questions, developed to elicit the answers to the 5 basic research questions, and which gave the participants free rein to

explore their feelings and memories. The answers provided rich detail that was used in answering the research questions.

This section will provide demographics of the participants in this study, a table of the results of the Foreign Language Classroom Anxiety Scale (FLCAS, Horwitz, Horwitz & Cope, 1986), and a discussion of the findings for each research question.

Participants

The participants in this study were number coded to assure confidentiality. The 15 participants, 9 females and 6 males, all native speakers of English, were volunteers from two university sites--one public, one private. Three participants were studying French, two German, and ten Spanish. All but two students had studied one or more other languages previously, either in high school or at the university level. There were no beginners in this study. The two students in a beginning-level course had studied another language (French) previously and one had studied two other languages (French and Spanish). The researcher had hoped to more evenly divide the participants among the three languages being investigated, French, Spanish, and German. However, a much larger pool of students were learning Spanish than both French and German combined.

The participants ranged in age from 18 to 45 years and were all currently enrolled in degree programs, with the exception of the 45 year old, who had graduated in May with a degree in French. One female participant was not currently studying a language due to her extreme foreign language anxiety, but had studied Spanish in high school for 4 years.

The participants' scores on the FLCAS ranged from 79 to 159 with a mean of 126.87. The possible scores on the FLCAS range from 33 to 165. The scores and grades will be discussed further at the end of this chapter. A breakdown of the responses to the FLCAS questionnaire are presented on the following pages, including frequencies and percentages.

Foreign Language Classroom Anxiety Scale Results

Strongly Agree (S/A) Agree (A) Neither Agree nor Disagree (N) Disagree (D) Strongly Disagree (S/D)

1. I never feel quite sure of myself when I am speaking in my foreign language class.

S/A	8	53.3%
A	5	33.3%
N	0	
D	2	13.3%
S/D	0	

2. I don't worry about making mistakes in language class.

S/A	0	
A	0	
N	1	6.7%
D	7	46.7%
S/D	7	46.7%

3. I tremble when I know that I'm going to be called on in language class.

S/A	2	13.3%
A	8	53.3%
N	1	6.7%
D	2	13.3%
S/D	2	13.3%

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4. It frightens me when I don't understand what the teacher is saying in the foreign language.

S/A	8	53.3%
A	4	26.7%
N	2	13.3%
D	1	6.7%
S/D	0	

5. It wouldn't bother me at all to take more foreign language classes.

S/A	1	6.7%
A	4	26.7%
N	4	26.7%
D	4	26.7%
S/D	2	13.3%

6. During language class, I find myself thinking about things that have nothing to do with the course.

S/A	5	33.3%
A	4	26.7%
N	2	13.3%
D	1	6.7%
S/D	3	20.0%

7. I keep thinking that the other students are better at languages than I am.

S/A	6	40.0%
A	6	40.0%
N	1	6.7%
D	1	6.7%
S/D	1	6.7%

8. I am usually at ease during tests in my language class.

S/A	0	
A	1	6.7%
N	4	26.7%
D	6	40.0%
S/D	4	26.7%

9. I start to panic when I have to speak without preparation in language class.

S/A	10	66.7%
A	2	13.3%
N	1	6.7%
D	2	13.3%
S/D	0	

10. I worry about the consequences of failing my foreign language class.

S/A	5	33.3%
A	9	60.0%
N	0	
D	1	6.7%
S/D	0	

11. I don't understand why some people get so upset over foreign language classes.

S/A	0	
A	0	
N	4	26.7%
D	7	46.7%
S/D	4	26.7%

12. In language class I can get so nervous I forget things I know.

S/A	5	33.3%
A	7	46.7%
N	2	13.3%
D	0	
S/D	1	6.7%

13. It embarrasses me to volunteer answers in my language class.

S/A	2	13.3%
A	4	26.7%
N	5	33.3%
D	3	20.0%
S/D	1	6.7%

14. I would not be nervous speaking the foreign language with native speakers.

S/A	0	
A	2	13.3%
N	0	
D	6	40.0%
S/D	7	46.7%

15. I get upset when I don't understand what the teacher is correcting.

S/A	2	13.3%
A	9	60.0%
N	3	20.0%
D	1	6.7%
S/D	0	

16. Even if I am well prepared for language class, I feel anxious about it.

S/A	5	33.3%
A	7	46.7%
N	2	13.3%
D	1	6.7%
S/D	0	

17. I often feel like not going to my language class.

S/A	2	13.3%
A	3	20.0%
N	3	20.0%
D	3	20.0%
S/D	4	26.7%

18. I feel confident when I speak in foreign language class.

S/A	0	
A	2	13.3%
N	1	6.7%
D	8	53.3%
S/D	4	26.7%

19. I'm afraid that my language teacher is ready to correct every mistake I make.

S/A	3	20.0%
A	4	26.7%
N	4	26.7%
D	3	20.0%
S/D	1	6.7%

20. I can feel my heart pounding when I'm going to be called on in language class.

S/A	6	40.0%
A	6	40.0%
N	0	
D	3	20.0%
S/D	0	

21. The more I study for a language test, the more confused I get.

S/A	1	6.7%
A	4	26.7%
N	1	6.7%
D	9	60.0%
S/D	0	

22. I don't feel pressure to prepare very well for language class.

S/A	0	
A	0	
N	1	6.7%
D	7	46.7%
S/D	7	46.7%

23. I always feel that the other students speak the foreign language better than I do.

S/A	5	33.3%
A	7	46.7%
N	1	6.7%
D	2	13.3%
S/D	0	

24. I feel very self-conscious about speaking the foreign language in front of other students.

S/A	6	40.0%
A	8	53.3%
N	0	
D	1	6.7%
S/D	0	

25. Foreign language class moves so quickly I worry about getting left behind.

S/A	5	33.3%
A	6	40.0%
N	0	
D	2	13.3%
S/D	2	13.3%

26. I feel more tense and nervous in my language class than in my other classes.

S/A	7	46.7%
A	3	20.0%
N	3	20.0%
D	2	13.3%
S/D	0	

27. I get nervous and confused when I am speaking in my language class.

S/A	7	46.7%
A	6	40.0%
N	1	6.7%
D	0	
S/D	1	6.7%

28. When I'm on my way to language class, I feel very sure and relaxed.

S/A	0	
A	2	13.3%
N	4	26.7%
D	8	53.3%
S/D	1	6.7%

29. I get nervous when I don't understand every word the language teacher says.

S/A	6	40.0%
A	6	40.0%
N	0	
D	3	20.0%
S/D	0	

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

S/A	6	40.0%
A	7	46.7%
N	1	6.7%
D	1	6.7%
S/D	0	

31. I am afraid that the other students will laugh at me when I speak the foreign language.

S/A	1	6.7%
A	6	40.0%
N	3	20.0%
D	2	13.3%
S/D	3	20.0%

32. I would probably feel comfortable around native speakers of the foreign language.

S/A	0	
A	2	13.3%
N	3	20.0%
D	5	33.3%
S/D	5	33.3%

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33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

S/A	9	60.0%
A	4	26.7%
N	0	
D	2	13.3%
S/D	0	

Before the taped interview began, the researcher engaged in casual conversation with the participants to establish rapport, explain the nature of the study, and provide information on foreign language anxiety. Several participants made the following comments regarding foreign language anxiety: "I always thought I was alone in that"; "I never knew there was a foreign language anxiety until I saw your flyer"; and "no, I didn't until I saw you and read your flyer." The participants completed the FLCAS, and the recorded interview began.

After being assured of confidentiality, the participants were eager to talk. With most of the participants, there was very little need to probe. Often all that was necessary was for the researcher to say an occasional "yes, go on"; "can you tell me a little more about that"; "how did that make you feel"; or simply to mutter "humm huh." The tape recorder did not appear to inhibit the responses, and most never glanced at it after the interview began.

Each participant had a story to tell that often became a diatribe against a particular teacher or methodology. It was somewhat of a surprise to this researcher to hear how vivid and explicit the memories of painful or exasperating situations were, even though Price (1991) had reported similar findings. Some of these negative experiences originated in high school classes, and for many this emotional baggage seemed to intrude into their current study. One such example is the following interview segment wih student #7:

> I had started keeping a log. I still have it omewhere,... I started keeping a log of all the different times where she [the teacher] said or did something to make feel like stupid or something, and think I had about 7 or 8 different entries over, I don't know, a month or two months or something... That basically turned me off of teachers in general.

The next three examples also reveal extremely negative experiences with the language class. When asked to describe their feelings about language class, the response of many students was similar to that of one student of German (#8):

> My feelings about them I guess, I feel very nervous and anxious, really frustrated because I can learn other things but I have so much trouble with this. A lot of

> confusion. I guess it's like it starts with the confusion. And that makes me frustrated and then I even get angry. I'm really usually not at all an angry person.

The student was then asked to provide an example of this anger, and he replied:

> I think I blew up in class, sort of, when she was going over something and she got to me and I had just figured out where they were and I didn't understand the exercise; I didn't have the chance to catch up to them and she got to me and asked me to do one and I was like I don't know what you want, I don't know what's going on, I didn't know what the homework was and so, and she was like, why didn't you ask. The way I said, you know, I don't even know what the hell is going on!

This student also said, "I never have problems like this and never react like that in class.... Sometimes I just wanted to get up and walk out of the class; I couldn't take it anymore."

This example illustrates one way that anxiety and frustration can lead to anger. One student of Spanish (#3) recalled, "Yeah, it really burns you up inside. Ah, it's kind of bad in the fact that, you know, you just want to break the desk; you're so sick and tired of not getting it."

Another student of Spanish (#6) reported that anxiety had been the reason for his dropping three different language classes in the past. He expressed considerable resentment about being forced to take a language class because he was afraid that his low grades would sabotage his chances of getting into graduate school. He explained,

> I guess I feel like a sort of resentment; maybe not towards my professors, maybe against the school for forcing me to be in this situation... you know, it's not just like you're commanding my time; you're putting me, I feel like somebody's putting me in this position where I feel markedly uncomfortable. I hate being there!

These interviews presented the students with an opportunity not only to express their problems and concerns, but allowed them to vent much of their frustration to someone who wanted to understand them. For example, one student (#15) told the researcher, "Well, for me it's nice to know that there's someone whose actually looking at this situation, phenomena, or whatever you want to call it." Another student (#14) commented, "I feel like there's other people, being you of course, who understand the need to really address the problem." As the following segment of dialogue shows, one highly anxious student (#5) reported to

the researcher that she had begun to feel better after only a preliminary telephone conversation:

Student: I already I felt better the following class after talking to you.

Researcher: Oh really, what did I say?

Student: We just set up an appointment.

Researcher: Then you knew you were taking steps?

Student: Right! Because I had never known; I had been in language classes and been exposed to them and this whole time I didn't know anything about anxiety, and no teacher had ever said that some students experience anxiety.

With the exception of the most highly anxious student (#12) who said that nothing helped her, most of the students reported positive benefits from their participation in this research. One student (#10) said that she was glad to understand what she was experiencing and, therefore, hoped for better control of her anxiety in the future. Another student (#6) revealed that this was the first time he had ever articulated how a language class made him feel. Several appeared relieved to learn that they were not alone in their anxieties as the following example of student #1 indicates.

Student: I feel a little better about it, because now I know I'm not the only one who's feeling this way. At

> first I thought my God, am I the only one who's getting nervous, am I the only one whose heart is beating, like pounding really hard? But after this, I'm not the only one.

Another student (#10) responded, "I know that I'm not alone in that. And I know that maybe just talking about it has made me realize what I have to do, as a student, to make it easier for me." This same heightened awareness of foreign language anxiety, and the hope of future success was elaborated on by a student of German (#8) who said,

> Yeah, I'm associating a lot of my troubles now with anxiety levels with my inability to learn a foreign language. Yes, I'm thinking much more consciously about anxiety in class. Before I started thinking about anxiety as being one of my problems all I thought about was, you know, I was just really nervous in class and I wasn't thinking about why I was being nervous, I was just trying to get through the class. Now I can think about the anxiety; I guess I sort of identified that as the problem, and not that I just can't learn foreign languages. Now I feel that I can.

Foss and Reitzel (1988) also found that anxiety was reduced for many students merely by knowing that they were not alone in their fears or beliefs.

The Research Questions

Do students believe that anxiety hinders language acquisition?

As previously mentioned, some students were unaware of foreign language anxiety as the following answers show. A student of Spanish (#1) said, "With me, not until I saw the paper yesterday... I thought maybe that's what's wrong with me." A student of German (#8) reported, "I don't know, I never really thought about it until I saw your thing. I mean, I knew I had a problem with languages." Another student of French (#9) answered, "No. I didn't until I saw you and read your flyer." She added, "...you just think learning a language is hard." A similar response was given by another student of French (#15), "I don't think many of them think about it; it's there, but, yeah, I don't think they think about it. They just think it's tough, they think it's hard and they don't like it or they don't like the teacher or whatever."

Other students were unsure, but still conscious of a generalized feeling of uneasiness, as this student of Spanish (#6) reported, "I'm not sure that people make the connection between their anxiety and their inability to learn because of that nervousness." When asked if they did recognize that they had it, he replied, "Sure, that sort of

symptomatic feeling that you have; because anxiety can show up anywhere." One student (#12) said that it was subconscious.

Other students appeared to use the terms frustration, nervous, and anxious interchangeably, as these examples indicate, "No, No, I don't think they are. I think they just get nervous about it"; "Um, I'm not sure that students think about anxiety. That's just something that comes with the territory, it's 'I don't understand this' or 'I'm not going to be able to do this,' and I just get too frustrated, and that sort of holds you back from learning it." Or, as another student (#10) responded, "I think that kids get nervous, like uh, students could get nervous about, am I going to miss what the teacher is saying, am I going to say something wrong, am I gonna, you know, is something the teacher says going to go right over my head, and then I'm going to miss it."

One student of Spanish (#5) gave the question, a clear yes as these portions of dialogue show:

Researcher: Do you think that students believe that anxiety hinders acquisition of the language?

Student: Yes. They do.

Researcher: Why do you think that?

Student: Um, I don't know, anxiety causes your brain to just not think right, to forget things.

Researcher: Yes, but do you think that the students actually realize that's why their brain is shutting down?

Student: I know I do!

Another student of Spanish (#14) was equally clear in his response, "Right. I think they're aware that they may be anxious, but they're not aware that they may have an anxiety that's, you know, preventing them from really learning."

One Spanish language student (#3) seemed to equate getting angry with being anxious. When asked the question, he replied:

Student: Ah, I don't know about that.

Researcher: What about you, do you think that anxiety is bothering your processing the language?

Student: Yes, I know I'm quick to get angry in languages.

In sum, the participants' responses as to whether students are aware that anxiety hinders language acquisition seem to indicate that most are not really aware. Only four students answered yes, while six answered no. One said it

was subconscious. The four remaining responses indicated that they were either unsure or simply did not know.

Which factors do students believe contribute to anxiety?

The participants cited numerous and various sources for their anxiety, such as speaking activities, inability to comprehend, negative classroom experiences, fear of negative evaluation, native speakers, methodology, pedagogical practices, and the teachers themselves. The sources of anxiety often were intertwined, causing difficulty in teasing out a discrete factor or source. The following discusses the most frequently cited anxiety generating factors.

Non-Comprehension. The inability to comprehend what was being said in the classroom provoked considerable anxiety. This was supported by the student responses to item 4 on the FLCAS, "It frightens me when I don't understand what the teacher is saying in the foreign language." Eighty percent (12) of the 15 students agreed with this item. Eight (53.3%) strongly agreed, and four (26.7%) agreed. This corresponded to item 29 on the FLCAS, "I get nervous when I don't understand every word the language teacher says." Eighty percent (12) of the 15 students also agreed with this item, 6 (40%) strongly agreed and 6 (40%) agreed. This suggests rather strongly that the inability to comprehend

might be a primary factor in foreign language anxiety. Young (1992) also noted that listening may generate anxiety if it were "incomprehensible" (p. 68), as illustrated by this student's (#2) response:

> O.K. I guess what disturbed me the most was when the instructor would speak in Spanish and I was afraid that I wasn't going to catch exactly what they said; I was afraid that I was going to mess up or not comprehend or answer totally wrong whatever they had said to me....

Another student of French (#9) responded similarly:

> I worry about sitting there listening to the teacher, not understanding what she says and then I worry about, gosh, I can't understand what she is saying, how am I going to be able to take the test.... Half the time when they're speaking I don't understand what they're saying.

As previously mentioned, some of the factors are interwoven. For example, many students complained about not understanding what was being said in the classroom. Most complained that the teacher spoke much too fast, or refused to use any English in the classroom. One student of Spanish (#2) complained,

> Well, there was one instructor from the very first day refuses to speak English and you just go in there and

> you are thrown in with, you know, you can't, I don't know how you can ask questions if you can't speak English....That's why I wouldn't take that class. I just can't see how I can ask questions. If I don't know what she is saying to me, I don't know how I can even formulate questions.

Many students complained that the teachers spoke so fast in the language, that they couldn't keep up. One (#1) said, "...cause when she came into the class she was just speaking Spanish and it upset me then, O.K....and I'm sitting there like, tying to figure out, what is she saying!" Another student (#8) explained how he would get lost during class exercises and that carried over into his homework assignments,

> When she moves on to another exercise, she says what it is in German so then I have to look, maybe not where we are in the book, and then when I figure it out they're into the exercise... and then that's compounded by I try to figure out what the homework is, and I decided this is what the homework is, and then it's not the right thing, and then I come back to class and have one of our exercises and I haven't done them; I've done other exercises.

It is not only the teacher that the students do not understand. The inability to comprehend the taped exercises or the instructional videos was also cited as anxiety provoking by several students. This segment clearly shows the frustration of one student (#3) regarding the video:

> The *Destinos* thing drives me crazy. Those videos take friggin forever. And they're talking so fast, I'm lost from the very first video up to now and we're up to like, Chapter 38. And I just got the *Destinos* script book cause frankly I have no idea of what's going on.

This same student reported other difficulties stemming from his failure to comprehend the video. This segment of dialogue illustrates one instance of how he felt left out of a shared experience when watching the video:

> **Student**: Because I don't know what's going on, everybody else is laughing along with the jokes. *I'd like to be in with the jokes too!*
>
> **Researcher**: Maybe they're just laughing.
>
> **Student**: No, at the right time, everybody's cracking up, and I'm going, what the hell's going on?

One student (#9) reported nervousness even before the taped French *Dictée* began as shown:

Student: And also I know I had one class where it was a tape, you had to answer questions from the tape and I would just get so nervous before the tape even went on.

Researcher: The problem with hearing it?

Student: I would just get so nervous because I can't see it, it would be so much easier in a foreign language to be able to see it.

Speaking activities. Many of the anxiety-provoking factors reported by the participants appeared to be generated by various speaking activities. These findings were supported by the students' responses to the following items from the FLCAS. Thirteen (86.6%) of the 15 students endorsed item 1, "I never feel quite sure of myself when I am speaking in my foreign language class," 8 either strongly agreeing (53.3%) or 5 agreeing (33.3%). Correspondingly, 12 (80%) disagreed with item 18, "I feel confident when I speak in foreign language class," 4 strongly disagreeing (26.7%) and 8 disagreeing (53.3%). Similarly, 13 (86.7%) of the 15 students endorsed item 27, "I get nervous and confused when I am speaking in my language class," 7 strongly agreeing (46.7%) and 6 agreeing (40.0%). Quite often speaking activities produce a peer-induced anxiety, as shown by the responses to item 24 of the FLCAS, "I feel very self-conscious about speaking the foreign language in front

of other students." This item generated a rather startling response of 14 of the 15 (93.3%) endorsing this item, 5 strongly agreeing (40.0%) and 8 agreeing (53.3%)

The majority of participants reported anxiety and difficulties with most all of the speaking activities normally encountered in a language class. For example, one student of Spanish (#6) complained,

> I don't like being put in front of the class in sort of like a skit or group situations or when I'm by myself; I don't want to be the focus of attention so that my errors are put on display.

He continued, "I don't like being singled out or called on if I'm not ready," and also admitted, "strictly personally, I'm really glad we have *Destinos* [the video] because that's like a half an hour each week that we're *not actually talking.*"

Students commonly reported that they couldn't think of the words quickly enough to answer questions or in conversation. By the time they formulated sentences the topics had changed or someone else had answered the question. Several answers were similar to this, "well a lot of times I wouldn't understand the question and when I did I was often too nervous to say anything." Other responses were, "but the fact is that it doesn't come out the way I

want to say it"; "it just takes me so long to formulate a sentence in my mind, then say it, and by the time I have to say what needs to be said you're stuck there waiting for 5, 10 minutes"; "I was so afraid to come to come to class because foreign language, it gets scary because you don't know exactly what you're going to be saying"; "or sometimes you're sitting there and you know the answer, but you won't say the answer because you think that it is wrong."

This portion of dialogue with the most highly anxious student, #12, (FLCAS of 159) is indicative of the feelings of many other students as well:

Student: I think it's just because I have problems talking in front of people in general. I talk faster, I talk, I say like all the time; I think I just get really nervous in front of a whole group of people.

Researcher: Whether it's in English or in the other language?

Student: That [speaking in the other language] just makes it worse when you don't know what you're saying and you're in front of people.

Researcher: How does it make you feel?

Student: It just makes me feel, like stupid, like I don't know what I'm doing or what I'm saying, and why don't I understand it if other people do.

Horwitz, Horwitz and Cope (1986) reported that students are very self-conscious when they are required to engage in speaking activities that expose their inadequacies, and these feelings often lead to "fear, or even panic" (p. 128). The participants in this study reported similar feelings. One student of Spanish (#1) said the most anxiety-provoking factor for her was "like if the teacher calls on you and you don't know the answer and you're sitting there, like, you know, looking like uuummmm." The researcher then asked how that made her feel and she replied, "it makes me feel like I need to go home and study more, but I study more and I study more and it feels like it's not helping." Another student (#4) said that anxiety was most pronounced in "speaking, because it's like you're putting your skills to the test, on the line."

The following portion of dialogue shows how another student (#3) attempted to mask his insecurity in both comprehension and speaking with a certain amount of bravado:

Student: I'm not worried about other people, there's not a problem in that.

Researcher: Good, good.

Student: But, it is embarrassing, there's an ego there.

Researcher: There's an ego, you feel?

Student: Oh yes! I'm a seller man, I'm a talker! I can talk man, I can talk the talk, can't walk the walk, but I can talk the talk. In Spanish you can't talk the talk if you don't know what the hell you're saying.

A student of Spanish (#6) reported that when he had to speak he became confused because, "you're immediately processing, you know, when you're asked a question, just right out, you've got to process the information. That's where the anxiety starts for me." He gave an illustration of his thought process when called upon, "what did you just say, wait, am I sure that's what you just said? And the, if she's asking me what's the weather today and I'm saying, it's 6 o'clock!"

As expected, the participants were sensitive to both peer and teacher evaluation of their speaking. One student (#12) remarked that while she had some peer pressure, her main concern was "just the teacher watching for the answer bothers me," and a student of French (#9) said, "I don't really care so much about the other people, but I just get nervous for myself and also embarrassed in front of the teacher, not knowing something." Additionally, a few seemed to project negative thoughts on to the teacher. One highly anxious student (#5) reported feelings of frustration that

the teacher thought she didn't know anything when she really did. This portion of dialogue clearly shows such projection:

Student: So I mean that doesn't provoke the anxiety so much as the teacher.

Researcher: What the teacher will think?

Student: Yes. Or since they already know how to speak it [Spanish] so well I don't know if they get frustrated.

Researcher: So, you're projecting your thoughts on to the teacher? Which, in all likelihood, she doesn't have.

Student: And also I'm thinking, if I can't speak it well or can't speak it to her like I've been taught--then, I didn't study.

Researcher: So you think, that the teacher thinks that you didn't study?

Student: I'm assuming that the teacher thinks I'm a bad student, and I don't study, and I just don't know my information.

Students also report feeling overwhelmed and anxious when speaking, perhaps due to an immature vocabulary or limited grammatical knowledge. One student of French (#11) complained that he had the vocabulary of a five year old and commented, "it's frustrating that we're learning this

language and you're supposed to be proficient in it or gaining proficiency, and yet you're still limited to that!" One student of Spanish (#3) reported that he would have stopped taking a language if not for the requirement to do so. When asked his reason the following dialogue occurred:

> **Student**: Because I don't enjoy the classes.
>
> **Researcher**: You don't enjoy the classes? What is it about the classroom setting that you think you don't enjoy?
>
> **Student**: I don't know what it is about it, it's just that I, it's not even the classroom setting, it's the language that irritates me. At 202 I still have a 101 um, um, knowledge. I mean, I've taken, at least two 101 classes to pass and it took me two 102 classes to pass 102.

These comments tend to support the responses to item 30 of the FLCAS, "I feel overwhelmed by the number of rules you have to learn to speak a foreign language." A total of 13 (86.7%) of the 15 participants endorsed this item, 6 (40.0%) strongly agreeing and 7 (46.7%) agreeing.

One frequently cited anxiety-provoking factor in the interviews was being called on in class, whether prepared or not. The endorsement of item 9 of the FLCAS, "I start to panic when I have to speak without preparation in language

class," 10 (66.7%) strongly agree and 2 (13.3%) agree as well as in item 33 of the FLCAS, "I get nervous when the language teacher asks questions which I haven't prepared in advance," 9 (60.0%) strongly agree and 4 (26.7%) agree, tend to support the findings from the interviews. Furthermore, 12 (80%) of the 15 participants endorsed item 16 on the FLCAS, "Even if I am well prepared for language class, I feel anxious about it, 7 (46.7%) agreeing and 5 (33.3%) strongly agreeing.

As mentioned, the sources of anxiety cited often were intertwined, frequently relating to both speaking activities and pedagogical practices.

Pedagogical and instructional practices. Item 8 on the FLCAS, "I am usually at ease during tests in my language class," was rejected by 10 (66.7%) of the 15 participants, with 6 (40.0%) disagreeing and 4 (26.7%) strongly disagreeing. One reason given by a student of Spanish (#14) was "the teachers will try and cram a 100 question test into, you know, an hour or an hour-and-a-half period..." He then explained that "it takes away from the student's ability to be able to look over a question maybe one or two additional times to really get a sense of what the question is asking, uh, and yeah, I think it really, it adds a lot to the anxiety..."

Test anxiety was mentioned during the interviews, in connection with oral testing or listening exercises. The following dialogue with a student of Spanish (#3) is very revealing. In the following, he implicates both speaking and listening as anxiety provoking, and provides a clue on learning styles:

Student: Two semesters ago I was basically near tears during the final exam when you had to give an oral presentation to your teacher outside the classroom.

Researcher: How did that make you feel?

Student: Ahh, afterwards I was shaking, upset. During it I was shaking, sweating. It was like playing in the Super Bowl, you study so hard.

Researcher: You feel that everything is counting on this?

Student: Yeah, and everything does count on it! You've got that and you've got the written test and I do better on the written than the oral.

Researcher: Yes, I want to ask you about that.

Student: But, you still have to listen to those damn tapes during the test.

Researcher: Your hearing comprehension is a problem and the speaking? Do you think that maybe writing is not as stressful?

Student: Oh definitely, writing is not as stressful.

A student of German (#7) also cited listening tests as extremely anxiety provoking. She explained:

> ...if you are taking the listening test, that's really where it gets me, 'cause you're so busy trying to figure it out, and then it skips to the next question and you're still stuck on two times before and you're like trying to remember and that's like horrible.

Several students were concerned that the language class moved so quickly that they did not have sufficient time to digest the rules and vocabulary. A few commented that the amount of material to be covered in one semester was excessive, remarking that "the tricky stuff was all in one semester" or "all of the more advanced grammar came in one semester and it wasn't enough time to absorb it." One student of French (#15) complained bitterly that "the grammar classes easily [were excessive] and I put on my evaluation for the class; it easily could have been two semesters. It would have been much better to have dug in and spent two weeks on this concept." Several other students made comments regarding the "speed" of the course and

complained that teachers "just keep on going" and do not layer and reinforce the grammar items: "like, she teaches us something one day and doesn't ever talk about it again," or "um, I would say just really when the professors are apathetic, and they really, they assume you know the material, so they don't bother to go over it and they make a lot of people feel uncomfortable." These comments seem consistent with the responses to item 25 of the FLCAS, "Foreign language class moves so quickly I worry about getting left behind," which was endorsed by 11 (73.3%) of the participants, with 4 (40.0%) agreeing and 5 (33.3%) strongly agreeing).

The participants were almost unanimous in citing calling on students as an extremely anxiety-provoking technique used by most foreign language teachers. (That is, a teacher calls on students either at random or one after another in seating order.) The most explicit description of this technique is shown in the following dialogue with a student of Spanish (#14). After the researcher asked his feelings about the technique, the student replied:

> **Student:** *Well, I think that builds tension, that builds anxiety, just sitting there knowing that in a few minutes or a few seconds you're about to be called uh,*

and it's almost *execution style*; it's in front of the whole class.

Researcher: Oh, that's a very interesting point, execution style!

Student: That's the way I like to look at it.

Researcher: O.K. Can you talk a little bit about that; explain that?

Student: Sure, well the way I look at it is you're being, uh you're really being questioned in front of the whole class, uh and the whole class at some point is also being questioned, so you may, you may be feeling that everybody else in the class when they're asked is going to get a right answer and you're going to get a wrong one. So, you're going to be the only one out of everybody in the class who answered the question wrong or mispronounced something, or whatever the case may be. Uh, I think that's a very embarrassing situation to be in, and I think if you're in it once, you're going to be anxious the next few times.

Other students voiced similar concerns regarding this practice and used words like "stupid," "idiot," and "torture" in their descriptions. The pedagogical practice and teacher idiosyncrasies were quite often inextricably bound. Several students complained that the teacher spoke

much too fast: "I don't like it when the professor speaks too fast; I don't like it when they use words that they know that we don't know," or refused to speak any English in the classroom. "I went in the first day, all he did was, he spoke all Spanish real fast and I dropped the class." The most disturbing aspect of the class, according to many students, was directly related to the teachers themselves. One student of Spanish (#13) said that her teacher would just stand there looking at her if she didn't have the answer, explaining "she'll give a face, something like, how could you not know that!" This same student reported similar behavior from both her previous French and Latin teachers complaining, "well, they'll continue to pick on me if they see that I didn't know something before. They'll ignore everyone else that raises their hand, and they'll ask me again; even if they know that I don't know." This student also mentioned dropping a class due to nervousness. When asked the most anxiety-provoking or disturbing aspect, she replied:

> I guess my biggest thing is the facial expressions the teachers make; that if they didn't do it, 'cause that doesn't help at all, and if I start to speak, 'cause I know my Spanish teacher would do it, even if the sentence would be correct, if you make one little

mistake in the middle of a sentence she'll make this face, like it's completely wrong so I won't continue.

Another student (#12), not taking a language due to her extreme anxiety, reported similar behavior from her previous Spanish teacher:

> She always just stares at you and sits face to face with you when you're trying to answer a question, and it's so much pressure, and hate it when she did that. It made things worse and then she made me feel even more stupid, like.

The researcher asked, "did she do that with everybody?" and the student answered, "she only did it to the people who were not doing so well in the class; otherwise, she doesn't really pay attention."

Another such complaint was voiced by a student of German (#7) who said:

> I don't like it when somebody doesn't know the answer and the teacher realizes this but keeps on like, picking on them and things anyway trying to get them (pause), if they don't know it, you know, they don't know it, and being on the spot, they are not going to remember the answer anymore. So I've always never quite liked that, I mean, whether it was me or anybody else.

A further example was reported by a student of Spanish (#6) who explained:

> He [the teacher] would go around the class picking randomly for the answers to the questions he had. If you didn't know the answer he wouldn't help you through the question, he would just go to the next person, sort of like (pause) if you didn't answer the question, he was trying to make you feel stupid, or at least, you know.

When the researcher asked if that was his perception, he replied, "Yes, to me it was like a lack of respect between him and the student."

An astonishing amount of negative comments were made regarding the teachers, such as "very intimidating," "apathetic," "condescending," "a nasty person," "very stern and mean almost and so she scared me," and even "obnoxious." One caution: This is a small sample (15) of students who perceived themselves to be anxious in foreign language class for any number of reasons. The participants were offered an opportunity to have their voices heard. There was no intention to indict all teachers, merely to report the factors cited by this particular sample as anxiety provoking. Some students reported instances where the teacher had either humiliated them or made them feel very

uncomfortable. One student (#12) said, "Um, definitely, I've had a couple of teachers that were horrible; that just totally turned me off of the whole thing...." This student also commented that she had only had one teacher who positively influenced her, but "like the rest of them were horrible." She continued, "Care! They didn't care. They didn't go out of their way. If you were doing bad in the class, they didn't care...." The following segment of dialogue with a student of Spanish (#14) reports a similar perception:

> **Student:** I've also had some professors who have made me rethink studying the language and made me consider not taking it any further just because they've sort of taking away some of my confidence.
>
> **Researcher:** Can you talk a little bit about what those professors did?
>
> **Student:** I think they were just very condescending and very uh, they would always pick at the students; pick at me for what I did wrong, and never encourage, never reinforce what I did right, So by the end of the course I was thinking of all these things I've done wrong, and I had so many things I've done wrong on one list, and nothing that I've done right on the other

list, and I began to think that I wasn't doing anything right.

A student of Spanish (#1) complained, "I had this first year teacher that just messed me all up," and a student of German (#7) expressed her feeling about the importance of the teacher, stating "the instructor will either make or break the course, that's how I look at it."

Error correction. Another pedagogical practice cited as anxiety-provoking by the participants concerned error correction. Item 19 of the FLCAS, "I'm afraid that my language teacher is ready to correct every mistake I make," was endorsed by 7 (46.7%) of the 15 participants, with 5 (20.0%) strongly agreeing and 4 (26.7%) agreeing.

A student of German (#8) reported becoming frustrated when the teacher would correct the error before he had time to formulate a response. He explained:

> ...if you pause to try and figure out to think about what I'm going to say, and if I pause too long the teacher will say it for me.... I was going to say it and then she says it, and I feel like she thinks I didn't know.

Other comments regarding error correction included the following: "I feel like it's not O.K. to make a mistake" and "Sometimes I feel like I'm being scolded, you know, if I do

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something wrong." One student (#14) reported being disturbed when teachers "begin to reprimand" students for making errors.

Item 15 on the FLCAS, "I get upset when I don't understand what the teacher is correcting," was endorsed by 11 (73.3%) of the 15 participants, with 9 (60.0%) agreeing and 2 (13.3%) strongly agreeing. Comments made by several students pertained to teachers interrupting to correct speaking errors. These interruptions would frequently cause students to lose their focus. One student of Spanish (#13) became so nervous when the teacher interrupted to correct that she failed to understand which part was wrong. One student of French also complained that she could not understand the corrections if the teacher did not wait until she finished her sentence.

Native Speakers. Another anxiety-provoking factor cited by many participants concerned native speakers in the classroom. This appeared to be a problem mainly in the Spanish classes, but was also mentioned by one student of French (#15). The following comments reflect one student's (#10) distress:

> It always bothered me 'cause if there was a native speaker in the classroom the teacher would ask him a question and they would go bub, bub, bub, and

> they would speak as fast as what you hear on the radio, and we all were sitting there with our mouths open, like, oh, what did they just say, like what was that!

The student of French (#15) named as one disturbing aspect having so many native speakers in the class. She explained, "I would sit next to native speakers and that would tend to really squelch." She continued that it added another element to her anxiety, for example:

> ...God, this person can speak so much better than I can; I don't even want to say anything. You know, half of the people in the room are friends. They laugh at me, you know, when I don't, or I say something a funny way. That's not how we would say it, we understand what you're saying, but that's not how we would say it, or you really feel conscious.

Some students thought that the teachers somehow taught to the higher level, or deferred to the native speakers in some way. The students seemed to have a perception of being compared to them negatively on tests or papers.

Item 32 on the FLCAS, "I would probably feel comfortable around native speakers of the foreign language," was rejected by 10 (66.6%) of the 15 participants, divided equally between disagreeing and strongly disagreeing. This

tends to support the perception of native speakers generating anxiety in class.

As mentioned, sources of anxiety were frequently closely intertwined, creating difficulty in teasing out a discrete factor or source. The most anxiety-provoking factors appeared to be related to speaking and listening activities. Teacher-generated anxiety was also well documented, stemming either from pedagogical practices or individual idiosyncrasies.

Which factors do students believe may help to reduce anxiety?

Clearly, for these students, foreign language classes generate considerable anxiety as the responses to item 26 on the FLCAS indicate, "I feel more tense and nervous in my language class than in my other classes." This item was endorsed by 10 (66.7%) of the 15 participants, with 7 (46.7%) strongly agreeing and 3 (20.0%) agreeing. Indeed, Campbell and Ortiz (1991) reported that a startling level of anxiety is experienced by as many as one half of all language students. Therefore, it was anticipated that the students themselves would offer concrete suggestions for alleviating this anxiety which they did. The proposals ranged from simple suggestions to complex curriculum and textbook changes.

A sense of community. One common thread running through the responses was that of communality or connectedness. One student of Spanish (#3) suggested that students be encouraged to try and get together outside the classroom and explained, "the more comfortable they are with the rest of their classmates, the more likely they're gonna speak. That's it." A student of German (#7) made a similar suggestion: "first of all I think that the class needs to know each other personally..." and to "work together as a whole." She explained that when students felt alone with no friends or allies that it made them "more self-conscious." A student of French (#15) said that a lunch group might be a good way for students to interact, and several of the participants mentioned working in groups or having study partners. Properly structured, group work and study groups appear to reduce anxiety for some students. When asked for a suggestion, one student of German (#7) answered, "I don't know, maybe if they were to form, like study groups or something, somewhere, where you can connect with somebody else in the class about the assignment or the instructor or anything like that." She explained, "you would feel better about yourself and then you would feel more comfortable in the class, which would cause you to participate more." A student of French (#9) remembered one class where "we did a

lot of group work so it wasn't like we were the ones speaking and everyone was listening; we were in a group and we were speaking back and forth to each other." When asked if that made her feel more relaxed, she answered, "Yeah, I definitely liked that. And the teacher would come and listen and that didn't make me as much, as nervous."

Classroom environment. The desire for a feeling of community was also reflected in suggestions regarding seating in the class. Suggestions were made that the students should sit in a semi-circle or oval because "in a circle you're kind of like one in a crowd." Also, "I would make everyone sit in a circle, because I am more comfortable when I can see everybody's face that's talking. I feel less constricted and I'm already constricted." The most highly anxious student (#12) said that she felt better sitting in an oval, "'cause it was much more open, and therefore we could discuss more, and like just go over things in class rather than like totally be affected with staring at the teacher, with her back to us writing on the board, or talking to us and like questioning us."

The participants named having a relaxed classroom environment as paramount in reducing anxiety. Some comments included; "yeah, I think the most important thing is to make it a relaxed atmosphere," "a helpful environment," and not

to "make everything very uptight in the room." It appears that a relaxed environment or relaxed atmosphere is likely related to how the teacher conducted the class.

Pedagogical practices. The participants were quite clear in noting the connection between anxiety and teacher behavior. Several students mentioned that having a more "personal relationship" with the teacher was helpful and another (#6) noted that the only time he had not felt resentment in a class was in the one taught by a professor, "who said in the first day of class that he wasn't interested so much in being an instructor as being a friend." This same student explained that "you know, you got the sense that he [the teacher] was connecting with your fear."

The benefits of having an understanding teacher were underscored by the comments of a student of Spanish (#14) who noted:

> In general, my experience has been that when the teacher is very uh, very open and very understanding that I feel more comfortable. I feel like I'm actually learning more because there is less anxiety and there's more openness for me to go up and approach the teacher and ask for a little additional help, you know. Even in

class called upon to answer a question, you feel as though if you make a mistake it's not as severe.

He added that he thought it significant "to really create a very open environment from the beginning of the course; and I don't mean to make it like a big joke, to make a big joke of the class, but I think to get a lot of the anxiety out on the first day is very important." Another student of Spanish (#4) made a similar remark, explaining "but other teachers who would be a little bit more polite or try to be, you know, a little bit more understanding. I think I might be more encouraged to make a mistake." A student of French (#15) suggested that "first off, I just think the teacher, the professor's demeanor just try to convey to the students as much as possible that this can be fun. Try not to stress out too much about it."

The researcher asked how a teacher would manage to be open and friendly and yet cognizant that a grade had to be given. One student (#14) thoughtfully gave this answer:

> Uh, I think that a lot of the teachers have to really, have to look at the effort that an individual makes and understand that not every student is going to be able to get an A. There's going to be a lot of students who really put their best effort into it, and they end up

with Cs. I think that's something that the teacher definitely needs to consider.

The teacher's attitude toward the language itself also appeared to play a role in reducing anxiety. For example, one student (#2) reported that "personality is what makes the class." She explained:

> If they come in and they are, like, I could tell that my Spanish teacher just loved the language, she loved Spanish and loved the culture. She loved telling us about it. She shared it. It was more like she was sharing this with us, not teaching it to us, saying you have to learn this! And that made a real big difference because I wanted to know what she knew.

Similarly, the students reported that they were less anxious with teachers who "made the class fun," "made it fun to like learning," or "makes the class more animated," and with "teachers that make it interesting or use interesting situations when they are trying to get you to discuss things will, I think, they make it a little bit better."

The majority of students mentioned that "not being put on the spot" in class would help them to be less anxious. When asked to explain what this meant, one student (#9) said, "Um, I guess not just abruptly calling on someone." Another (#12) responded, "like, I understand it when nobody

raises their hand, but then don't pick on the people that don't know what they're doing." One student (#13) said that being "put on the spot" would "let everyone stare, which makes everything worse." As several students pointed out, gentle error correction or modeling the correct response "helps to relieve anxiety."

Three other suggestions were offered by nearly all the participants: 1) speak slowly ("it's important also for a teacher to speak very slowly"), 2) use English to clarify key points and for homework assignments ("there's certain things I wish they would say in English because, you know, especially when they give assignments... like I don't want to miss my assignment and I don't want to do it wrong"), 3) to make sure that everyone understands by a continuous layering and reinforcing of the material ("and then the teacher shouldn't always assume that the students know something. They should make sure that they know...").

It appears that a target language only approach may be distressing for lower level students without some English reference points. One student of French (#11) complained, "I mean, it's hard enough to understand it, to understand a new concept when it's presented in English, you know, let along in a different language." Another student of French (#15)

detailed the reason for her objection to teachers using the language exclusively and from the very first day:

> I think probably because what's happening too is, you don't know this person, you don't know what their expectations are, you don't even probably half the time know what they're gonna look like. You don't know their accent for God's sake, that's the worse, you don't know their speech pattern, you know, the whole thing, their rhythm, you don't know that; it would be nice to sort of get a little more comfortable with just that presence there before you have to switch into the language that's not your own.

Some classroom activities named as anxiety-reducing were skits, plays, and games. One student of Spanish (#13) said she thought they would be fun, "just because you're working with your peers again, so it's like you're all in the same boat." A student of French (#15) commented that games and skits helped because,

> When we would get out and sort of do things that were a little more fun, a little less structured; then the teacher wasn't like scrutinizing every little thing. We could do some learning between the students and not just all directed, you know.

However, it should be noted that some students are uncomfortable in these kinds of activities. As one highly anxious student (#6) complained, "I don't like being put in front of the class in sort of like a skit or group situations...."

Several students mentioned that they might feel more comfortable if the instructional material were more relevant to their life or goals. As one student of Spanish (#10) explained:

> ... using relevant topics, things that students would feel that was worthwhile learning about. I would feel a lot more comfortable and more like happier about going to class and feel happier about learning and studying when I go home to do it, if I felt I was going to get something out of learning that.

Another student (#6) also thought anxiety would be reduced by learning "phrases that have some sort of like directly applicable use, I don't know, they have functionality and you understand them mechanically as well as practically."

One student (#5) suggested that the teacher do a short presentation on anxiety the first day of class to let people that it is a common problem. She said, "you really feel like you're the only one with the anxiety and I'm sure that others do too."

Other than use of videos, error correction, excessive homework assignments, and immersion techniques, only two participants articulated clear references to instructional materials and methodology. One student (#6) explained his ideas for foreign language textbook design, and the other (#10) made precise suggestions for classroom instruction. These suggestions have not been discussed as they may be due more to individual idiosyncrasies than to general learning styles.

Role of teacher. These interviews suggest that the role of the teacher is paramount in alleviating anxiety, more vital perhaps than a particular methodology. Teachers who provide a supportive and understanding environment, who employ nonthreatening teaching methods, and who use appealing and relevant topics seem to enhance the foreign language experience. These findings were congruent with those of Price (1991) who reports that her research clearly showed that "instructors had played a significant role in the amount of anxiety each student had experienced in particular classes" (p. 106) as well as that of Young (1990) who noted that anxiety decreased when instructors "create a warm social environment" (p. 550). The interviews also indicate that an atmosphere of cordiality, communality, and friendship among the students themselves appears to ease

learner anxiety. Samimy and Rardin (1994) also reported that group solidarity seems to lighten emotional barriers like anxiety and may intensify language learning.

How is anxiety manifested in the students?

Participant response endorsing item 3 on the FLCAS, "I tremble when I know that I'm going to be called on in language class," showed that 10 (66.6%) have physical reactions; 2 (13.3%) strongly agree and 8 (53.3%) agree. The interviews seem to support this statement and also revealed other physical manifestations as well as more internalized reactions.

Physical. Some of the physical symptoms include "headaches"; "clammy hands, cold fingers"; I sort of shake my legs"; "shaking, sweating"; "heart is beating, like pounding really hard"; I would come to school in tears"; "physical stuff, my hands sweat and I tap my foot a lot, drum on the desk too"; "I clamp up, I get very tense and I start balling my fists and rubbing my hands"; "my stomach gets in knots"; "I get all red", and "I get really tired." One student of German (#7) reported that she would tap on the table with her long nails and also:

> Or I'll grip my pen really, really hard so that I have like calluses and stuff in my hand and on the sides of my fingers. Or I will bite my tongue so that I'll have

like all these little ridges in my tongue from where I'm constantly biting. Every now and then my palms will get like really sweaty.

She also said that she would hunch over her desk in a kind of protective shell.

Another student (#6) reported similar behavior: "I kind of turtle up and hide from the teacher." Hiding from the teacher in one way or another was a common manifestation of anxiety, as one student of Spanish (#1) commented, "Well, like during class I try to like stay distant from the teacher so she won't call on me." The participants noted that other students did this as well: "they'd put their head down, and you know, uh, avoid any kind of interaction with the professor at all," or "yeah, I can only say I see people acting exactly like I do. Your head down in the book sort of thing."

Internal and functional. One student of Spanish (#5) told the researcher that she would have "anxiety like a day before" and when she began to do her homework, and thought, "I was projecting my nervousness like a day in advance." Her anxiety would affect her classroom performance as this dialogue shows:

Student: It's either that I get tongue-tied or nervous and can't speak. One time I raised my hand to say an

answer and then when she called on me I was like *uh, uh, duh, duh* and my tongue got tied and I couldn't even speak.

Researcher: You knew the answer, but once she called on you, not able to express it?

Student: Right, I couldn't pronounce it. It felt like my tongue had gotten fat.

A student of French (#9) reported a similar effect. She said that she was not able to pronounce the words in class, but that at home or with a friend she could do it. She describes what happens in class: "I just completely blank out and everything is like a jumble in my head...." When asked for physical symptoms, she replied, "physically? I know I just turn completely red, and my mind is just all mumbled up. It's just a blur; it becomes a blur." This seems to correspond to item 12 on the FLCAS, "In language class I can get so nervous I forget things I know." Twelve (80%) of the 15 students endorsed this item; 5 (33.3%) strongly agreed and 7 (46.7%) agreed.

Other participants reported more subtle or internalized manifestations. A student of French (#15) described her reaction as internal as though "the time bomb was ticking in here," and that she was "petrified in that class, just totally petrified." Some students said they reacted by

losing patience or becoming angry: "sometimes I just wanted to get up and walk out the class, I couldn't take it anymore," or "I get upset, I get mad, I get angry." The participants often used the phrase, "I just go blank," or "kind of just blank out," and " I would just basically sort of shut down." A student of German (#8) said that he thought he projected his anger over a former French teacher on to his present teacher, he explained:

> I don't feel she's anything like Madame X, but I sort of like when she says something, even if she's trying not to be mean about it, I guess I project that on her. I want to see her as the mean teacher whose torturing me in this class.

He continued, "yeah, she's not nearly as bad as Madame X, but I'm going to tend to try to make her like that."

One student of Spanish (#3) described his manifestation of anxiety: "mine is actually I spend my entire class looking up words that ah, I hear one word and I go, I know I've heard that word before. I whip out the Spanish dictionary and I start flipping through it. I think that's mine." This student gives an example, and vividly describes how he felt and reacted:

> And then the word pops up 4 or 5 more times. Like a great one was, I remember one Destinos announce, I

> remember that word. It means then, by the way. *Entonces* and she says it constantly, and finally I just had to, you know, forget about everything; I had to look that word up, because it kept on coming up, and I didn't know what it meant, and I couldn't follow the rest of the sentence without *entonces*!

This kind of almost compulsive need to look ahead in the book was not uncommon among these participants. As one (#13) reported, "I look in my pages to see if I can figure out the next one." Another student (#6) describes a similar manifestation:

> The first thing that happens to me in class, like in an oral situation, is I start looking down in my book; I won't make eye contact with the professor or my fellow students. I race through the book and try to find answers before he calls on me or she calls on me.

A student of French (#9) said that she "would always get so nervous and frustrated, really fast write down the answer thinking maybe she was going to call on me, or not knowing if she was going to call on me, and then you just totally forget." One student (#13) said that she became aware of other students' anxiety when "people start flipping through the book, they don't know."

This segment of dialogue with a student of German (#8) describes his observations of student anxiety:

> **Student**: ...there's another guy and he sort of does the same thing I do. I tend to like, I don't want to try to articulate cause I feel like I'm doing it wrong anyway. I speak really soft; he does the same thing. There's a girl who sits next to me that sometimes she'll be trying to say, and the teacher tries to correct her as she's saying it, and she'll just talk louder to talk over the teacher.
>
> **Researcher**: To talk over the teacher's corrections? To block out?
>
> **Student**: Right. In a sense saying, shut up I'm doing this!

Avoidance. Avoidance was another fairly common manifestation of anxiety; "oftentimes people will begin to not show up to class." Or as a student of Spanish (#1) reported, "well, I've had some students say well, I'm skipping the class, I'm not going." One reason for not coming to class was offered, "huh hum, especially if they had a bad day the day before, if the teacher, if they were put on the spot, they just won't show up." A student of German (#8) described his reaction: "the first three weeks of class I practiced a lot of avoidance. I wasn't doing the

homework, I started avoiding the classes." He explained, "Yes, I just totally decided, forget it, that as far as I'm concerned, I'm just not in this class anymore." Five of the 15 participants (33.3%) agreed with item 17 of the FLCAS, "I often feel like not going to my language class," with 3 (20.0%) agreeing and 2 (13.3%) strongly agreeing.

Other students practiced a more subtle form of avoidance. One student of French (#11) said that he noticed he wrote in his book, drew pictures in it, or organized his date planner during class. When asked why he thought he did that, he replied,

> I--don't--know. Uh, maybe it's something like, if you have a problem, just sort of get away from it, If you don't understand something, it's easier to do something totally separate, to avoid it, and just to say uh, do something totally different.

One highly anxious student (#12) said that she often did not pay attention because she simply did not understand what was being said. When asked if that might be an avoidance technique, she replied, "yes," and said that she and other students would "get nervous and draw doodles." One student (#14) reported seeing a rather extreme form of classroom avoidance, "I've seen people just go right to sleep."

The responses to Item 6 on the FLCAS, "During language class, I find myself thinking about things that have nothing to do with the course," appear to support the interview information; 5 (33.3%) strongly agreed and 4 (26.7%) agreed).

Do students believe any one of the three languages being investigated to be more anxiety provoking than another?

The answers to this question are based on a perception of the majority of participants; that is, they seem to equate difficulty with anxiety. The perception that a language is difficult seems to suggest that it is also anxiety provoking. Most of the participants had experience with more than one language. Often when the participants attempted to cite an anxiety-provoking language, they equivocated, gave ambiguous answers, or offered elaborate reasons for their choice.

The one student (#4) who believed Spanish to be the most difficult and consequently, in his opinion, the most anxiety provoking said, "I think, depending, maybe Spanish, because there are a lot of Spanish people around here so, the people are afraid to speak with the natives."

The following dialogue shows how one student (#3) currently studying Spanish reacted to the question and the difficulty of obtaining a concrete answer:

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Student: In high school I was psyched to take German. I wanted to take German and I wanted to head to Germany. I thought Germany was cool, all those mountains, great scenery, running around wearing *Lederhosen*, drink a bunch of beer; I'm just kidding! I wanted to go there, so I was definitely motivated to take it, but German was just a little bit too complicated with the rules and everything.

Researcher: You think German might cause more anxiety?

Student: The words were a lot longer and everything. The only thing I remember getting upset at was the fact that words were so long and hard to pronounce. I just could not get it, you know, the rules; nothing sounded even close to English.

Researcher: So then you switched to Spanish?

Student: So then I switched to Spanish, 'cause I heard it was a lot easier and it was a lot more like English....

Another student of Spanish (#2) said that for her, "yeah, I definitely think Spanish is the easiest of the three." She explained that, "German was terribly difficult for me..." and that "French scares the heck out of me so I don't even touch French." She finally cited French as the

most anxiety provoking with German second, but added, "I don't know how I formed those conceptions."

A student of German (#7) gave this colorful reason for her choice:

> I guess probably German would be the one, because it's known as such a hard language. I've heard it referred to as hairball talk and different things like that. If you take something like Spanish or whatever, everybody refers to how easy it is, and you know, everybody's taking it, and the classes will be so big nobody will realize you're there.

The following dialogue with a student of Spanish (#5), who had studied both French and Spanish, shows how different the perceptions of the participants were to this question:

> **Student**: Well, I just heard that Spanish is more closely related to English than French.
>
> **Researcher**: So, that might make it a little less stressful?
>
> **Student**: Spanish is more enjoyable to study for me personally.

Another student of Spanish (#10) said, "but, uh, as far as French and Spanish, I'm sure German is harder than both French and Spanish." She offered a lengthy explanation of her reasons for citing German as the most anxiety provoking

(i.e., most difficult). She explained that as a singer she was familiar with German and that the pronunciation was hard for her. She added, "I took Spanish for two reasons; one, because I was told it was easier to learn." Her other reason was that she thought it a useful language to know when she began to look for a job.

The student (#15), who had graduated with a major in French, said, "probably they [other students] would rank them Spanish as easiest, then French, then German. She added that her daughter told her, "I chose Spanish because it's easier...." The researcher then asked, "so what I have to assume is that if people think a language is easier, that must mean it's less stressful in their eyes?" The student replied, "exactly, exactly."

A student of Spanish (#12) said that she took Spanish [in high school] because she wanted to, not because it was easier. She noted that "some people didn't take French because they heard it was harder than Spanish."

A student of French (#9) reported that she took French even though she "knew Spanish was easier," and once she had started, "didn't want to give it up and start over again." She also said that many of her friends had taken Spanish because they had believed it would be easy, but now "they hate it; they hate coming to class."

This portion of dialogue with a student of German (#8), who had also studied French and Spanish, suggests that French is the most anxiety provoking, but that German is considered difficult by many people:

Student: Um, I think French is probably the one that has the most anxiety. I was worried about German too. I think maybe it's a perception people have of different languages.

Researcher: That's it. It's a perception.

Student: Everybody says, oh just take Spanish 'cause that's easy. So they don't worry about how hard it's going to be. French and German, everybody thinks German is a tough language.

A student of Spanish (#14) seems to sum up the thoughts of many participants. He explained:

I think people go by the rumors that they hear often from their peers. I know one of the reasons that I decided to study Spanish was because many people had told me that French was very difficult, and I assumed that Spanish would probably be easier. That had something to do with it.

Two other participants were not sure. Another who had studied French, Spanish, and Latin could not decide which was most anxiety provoking, and another student (#1) said,

"I think if I were taking French or German or any language that's not English, that I've been speaking since I've been born [would provoke anxiety]."

Based on the student perception that the difficulty of a language determines the extent that it provokes anxiety and their comparisons of different languages, the responses suggest that French is the most anxiety provoking with German a close second. Six participants cited French, four cited German, one cited Spanish, and four either didn't know or had no preference.

Final Grades

The final grades were collected in an attempt to clarify the relationship between anxiety level and achievement. Do participants with high anxiety receive high or low final grades? Interview questions 5, 6, and 7 were formulated to elicit information regarding student beliefs concerning ability and contexts, as well as "state" versus "action" or "state" and "dynamic" (Ford, 1992, p. 113) goal orientations.

The following table summarized the grades and scores on the FLCAS.

Table 1

FLCAS Scores and Final Grades

Student Number	FLCAS Score	Final Grade	Anxious * FLCAS of 116 +
1	133	B	*
2	144	dropped	*
3	137	C	*
4	84	B+	
5	132	B	*
6	146	B	*
7	79	A	
8	146	F	*
9	129	B-	*
10	114	A	
11	116	C	*
12	159	none	*
13	132	A-	*
14	122	B	*
15	130	graduated	*

The range of FLCAS (Horwitz, Horwitz & Cope, 1986) scores in the current population of 15 was 79 to 159. The participants in the current study had a mean of 126.87 with a standard deviation of 21.88. Seventy-three percent (11) of the participants would be considered anxious language learners using the Horwitz (1986) criteria (in one sample of 108 students, scores ranged from 45 to 147; M = 94.5, Mdn = 95.0, SD = 21.4, p.38), i.e., anxious language learners are identified by a score at least one standard deviation above the Horwitz mean. In the current study 34% (5) of the

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overall sample falls within the highly anxious group (i.e., two standard deviations from the Horwitz mean). Regardless of the FLCAS score, all the participants had a perception of being anxious and alluded to some aspect thereof in the interviews.

As can be seen from Table 1, 12 of the participants were considered anxious. Six of these reported grades of As or Bs, two reported Cs, and one failed the course. One participant dropped the language course, one did not register due to anxiety, and one had previously graduated and thus had no final grade.

Grades may be affected by a number of characteristics including anxiety. The final grade may also be affected by levels or types of motivation. That is, some students "worry" and fail to take appropriate action, while others use strategies of "self-efficacy" (Bandura, 1997) to deal with related anxiety. Briefly, people who believe in their own capabilities see potential stressful situations as challenges to be overcome. People who are unsure of their abilities avoid tasks in those areas, are prone to stress, and easily lose faith in their ability.

Each participant, their final grades, and their scores on the FLCAS will be discussed according to anxiety level,

based on the Horwitz (1986) criteria (scores above 116 considered anxious).

Student #12 was not studying a foreign language due to her extreme anxiety. Her score of 159 was the highest of all participants. She named teachers, peers, native speakers, error correction, noncomprehension, and most class activities as contributors to her anxiety and used phrases, such as "it scares me," and "I don't think I'm ever probably going to take a foreign language again unless I have to just because I have such a problem with it...." Paradoxically, she told the researcher that she did not primarily "worry," but actively sought a solution for most situations, and that originally she had been motivated to take Spanish because her family had taken vacations in Mexico.

Student #8 with a FLCAS score of 146 received a grade of F. Not only was this student highly anxious, but during the interviews had admitted to practicing avoidance; that is, skipping classes and not completing the homework, perhaps due to his inability to comprehend the assignments. He also projected negative thoughts onto the teacher. This student complained that he needed more visual aids in the instruction and mentioned that he was purchasing software to practice at home. Although he said after the interview, "now I can think about the anxiety; I guess I sort of identified

that as the problem and not that I just can't learn foreign languages. Now I feel I can." Perhaps his anxiety levels and consequent frustration were too great. When he reported the final grade to the researcher, he said that he had been under so much stress during the final, he "had nearly fainted," during the walk back to his car.

Student #6 also scored 146 on the FLCAS, considered highly anxious, but earned a final grade of B. This student told the researcher that he had a concern that low foreign language grades might affect his being accepted in graduate school. He also said that when faced with stressful situations he would act immediately and not spend too much time "worrying." He said, "Well, I hate a feeling of helplessness. I always act to avoid feeling any sort of ineptitude or whatever." It seems that he had a clear motivation and perhaps was able to make use of self-efficacy (Bandura, 1997) strategies to manage his anxiety. However, when this student called the researcher to report his grades, he was unable to identify a specific reason for the higher grade.

Student #2 also had a high FLCAS score, 144. She had no final foreign language grade as she did not continue the language course. She enrolled in a Spanish literature course that was offered in English. This student was greatly

disturbed by teachers who only used the language in class and also was very concerned about making mistakes when speaking. During the interview, she mentioned several times that she "didn't want to make mistakes." This may indicate problems with "perfectionism" (Price, 1991).

Student #3 scored 137 on the FLCAS, also high. The final grade of C might be consistent with the anticipation that those with high anxiety would achieve lower grades in their language classes. Although extremely frustrated and prone to becoming angry, this student had motivation to continue his studies. During the interview he told the researcher that he wanted to learn Spanish primarily to be able to speak with his girlfriend's parents. He also mentioned that he labeled items in his room as learning aids and had studied Spanish for one semester abroad.

Student #1 scored 133 on the FLCAS (anxious) and received a B, somewhat higher than might be anticipated based on the FLCAS. Listening comprehension was a problem for this student, and she voiced some complaints regarding teachers as well. However, she appeared motivated to learn and said of the language, "I wanted to keep on until I conquered it." She also reported using a coping strategy. That is, if she did not do well in oral participation or listening comprehension in class, she believed her homework

and written test work would "back me up to get a good grade."

Student #5 scored 132 on the FLCAS. Her final grade of B was higher than might be anticipated, given her score. This student appeared very motivated to learn Spanish in order to do missionary work in South America, but noted that, "I think that too could increase my anxiety because I care so much." She also told the researcher, when reporting her final grade, that her participation in the research had been beneficial to her because she learned some strategies for controlling her anxiety.

Student #13 had a score of 132 on the FLCAS, considered anxious. The final grade of A minus was considerably better than would normally be anticipated with such a high score. This student complained about the language-only methodology, how rapidly the teacher spoke, and certain teacher mannerisms. She also expressed a need for visual aids in the classroom and positive reinforcement from the teacher. However, she did say that she believed she was confident in her language ability, but thought her nervousness in class caused her to forget what she knew. The student said that while she did "worry" she eventually realized that, "I need to look for a solution."

Student #15 had a score of 130 on the FLCAS, considered anxious. As she had graduated the previous semester with a degree in French, she had no current grade to report. However, she told the researcher that her foreign language grades averaged A minus. This student had several complaints regarding methodology, some teachers, and native speakers. She also spoke of the frustration of studying French without ever having visited a Francophone country. She believed she did not retain much knowledge due to her anxiety levels and the feeling of being overwhelmed by the work load. When asked why she believed she had done so well in her studies, given her level of anxiety, she replied that she "loved the language" and also that she "wanted to be able to communicate with people in some other form than in just my own native language." She added that she had worked very hard, had received good grades, and was even called an "overachiever" by one of her professors.

Student #9 scored 129 on the FLCAS, considered anxious. She received a B minus. This student described both teacher- and peer-induced anxiety as well as considerable difficulty in listening comprehension. She reported that while she became very nervous during speaking activities and listening comprehension, she was able to understand the grammatical structures. When she reported her final grade to the

researcher she mentioned that this ability may have been a factor in earning the higher B minus rather than a C.

Student #14 scored 122 on the FLCAS, still within the anxiety level, and received a B. While this student did list several factors he believed to contribute to anxiety, including overly lengthy tests, he said that he believed himself to be confident in his language study most of the time, and that he studied hard. He also answered that he would, "try and seek a solution," when confronted with a stressful situation.

Student #11 scored 116 on the FLCAS, exactly at the cut-off point between no or low anxiety and anxious. His grade however was a C, possibly lower than would be anticipated. Interestingly, this student had one of the lower scores, yet generated the greatest amount of dialogue of all the 15 participants. One of his primary complaints was that the classes were boring or "monotonous," and that he was frustrated by his limited vocabulary and means of expression. He reported that he often lost his focus in class, drew pictures in his French book, and wrote in his daily planner. When asked about his confidence in the language, he replied, "I'm confident if I don't have to worry about it; if I'm joking with my friends." He added, "in class uh, I think I'm proficient at certain parts, you

know..." The researcher remarked that he appeared confident, and he said, "I can be, but, the question is, do I want to be, do I want to put in the effort." This student's lower grade is likely reflective more of his attitude toward language study than of his anxiety.

Student #10 scored 114 on the FLCAS, two points below the anxiety level of 116 and received the anticipated higher grade of A. Paradoxically, this student generated 32 pages of interview dialogue, second only to student #11, and was extremely critical of methodologies that used irrelevant topics and/or those that allowed for no English. She suggested several precise curriculum changes and complained bitterly that she had studied Spanish for a long time and was still unable to "speak fluently." This student expressed a need to understand every word spoken in class in order "not to miss something that I have to know." Yet, she expressed confidence in her ability to learn and said that when faced with a stressful situation, such as an important test, she would "go over the material until I know it."

Student #4 scored 84 on the FLCAS, considered very low anxiety. As anticipated, based on the low score, the student reported grades of A in one class and B in the other. However, he told the researcher that he saw the recruitment flyer and thought that he might be somewhat anxious. He said

that he had often been too nervous in class to say anything, he was self-conscious about his accent, and he did not want to make mistakes. This student said, "yes, I think I still have a little bit [anxiety] at different times, depending on who's in the class and what crowd I'm with."

Student #7 scored 79 on the FLCAS, extremely low, with the anticipated corresponding grade of A. However, this same student reported physical symptoms of anxiety during language class, such as sweating palms, gripping her pencil until her finger callused, tongue biting, and nail tapping during the interview. These symptoms seem to suggest a level of anxiety present that would not be expected based solely on the FLCAS score.

In sum, for participants 2, 3, 4, 7, 8, 10, and 12, the FLCAS score appeared to be an indication of the anticipated grade. Participants 2 and 12, with FLCAS scores of 144 and 159 respectively, elected to either drop the course or not take one at all. This might well be an anticipated result of the high scores. For participants 1, 9, 11, 13, 14, and 15 (who had no current grade, but had reported a previous average of A minus), the FLCAS scores were somewhat questionable as indications of the final grade. Participants 5 and 6, with FLCAS scores of 132 and 146 respectively,

achieved a grade of B, which might not have been anticipated given the high FLCAS scores.

In considering the grades, it should be noted that the participants came from two different university sites, with perhaps two different grade scales, and that they were studying at various levels of foreign language instruction. Nonetheless, such a diverse student sample was purposefully chosen by the researcher in order to capture a variety of perceptions. Regardless of the FLCAS scores, all the participants had a perception of being anxious in various degrees, in different areas or aspects of foreign language learning, and often for a variety of reasons.

The information from the interviews and the responses to the FLCAS questions provide valuable insights as to factors believed to both cause and reduce anxiety. As no clear pattern of relationship between the FLCAS scores and the final grades seemed to emerge from the qualitative data, a correlation analysis was done. Although the sample was small (12), the grade (scale 0=F to 11=A) and the FLCAS scores (possible scores of 33-165) comparison did reveal a significant negative correlation between the final foreign language grade and the FLCAS score ($R = -.58$, $p = <.046$).

In spite of their high anxiety levels, however, six students did manage to achieve grades of As or Bs. This may

suggest that those students have a strong goal orientation, such as achieving the Dean's List or entering graduate school. They also may make use of coping strategies. For example, one student explained that doing all homework assignments well and concentrating on the written test work would help to compensate for her poor performance in speaking activities. Also, simply volunteering for the study may indicate a willingness on the part of these students to take action in managing their anxiety. It seems that those students who earned As and Bs are likely strongly motivated to succeed, in spite of their fears and anxieties, and may indeed have such personal agency beliefs that lead them "to effortful persistence in challenging or stressful circumstances" (Ford, 1992, p. 135).

Summary

Both the interviews and the responses to the FLCAS (Horwitz, Horwitz, & Cope, 1986) questions revealed that 73% (11) of the sample of 15 participants would be considered anxious learners with 34% (5) of these considered highly anxious. The participants described physical manifestations of anxiety as well as more internalized reactions, and cited numerous and various sources, such as speaking activities, inability to comprehend, negative classroom experiences, fear of negative evaluation, native speakers, methodology,

pedagogical practices, and the teachers themselves. The sources of anxiety often were intertwined, causing difficulty in teasing out a discrete factor or source. The most anxiety-provoking factors appeared to be related to speaking and listening activities. This is consistent with other research that cited speaking in the foreign language as the activity most anxiety provoking (Daly, 1991; Horwitz, Horwitz & Cope, 1986; Koch & Terrell, 1991; Price, 1988, 1991; Young, 1990, 1992).

Teacher-generated anxiety was also documented, stemming either from pedagogical practices or individual instructor idiosyncrasies. These findings were congruent with those of Price (1991) who reports significant teacher-generated anxiety and those of Young (1990, 1992) who examined instructor-learner interactions. A relaxed classroom environment was cited as key in reducing anxiety. It appears that a relaxed environment or atmosphere is likely related to how the teacher conducted the class. This may suggest that the role of the teacher is paramount in alleviating anxiety, more vital perhaps than a particular methodology.

Most all the participants wanted the teacher to speak more slowly, use English to clarify key points and for homework assignments, to layer and reinforce the material to aid comprehension and retention, to provide instructional

material more relevant to their life or goals, and to be aware of individual learning styles. Some classroom activities named as anxiety reducing were skits, plays, and games, though not everyone agreed. The interviews also indicate that an atmosphere of cordiality, communality, and friendship among the students themselves appears to ease learner anxiety, similar to the findings of Samimy and Rardin (1994).

The final component of this research, the grade and FLCAS score comparison, revealed a significant negative correlation between the final foreign language grade and the FLCAS score ($R = -.58$, $p = <.046$). Final grades may be affected by a number of characteristics, including anxiety, levels or types of motivation, goal orientation, and the students' ability to use self-efficacy or coping strategies.

Chapter 5 Summary and Recommendations

Summary

The answers to the research questions presented in chapter 4 further elaborated on and helped to clarify the role of anxiety in foreign language learning. The findings of this study seemed to give support to the conclusions of other researchers as well: primarily, that anxiety can negatively affect the language learning experience in numerous ways and that reducing anxiety may enhance learner motivation (Horwitz, Horwitz & Cope, 1986; Horwitz & Young, 1991; MacIntyre, 1995a, 1995b; MacIntyre & Gardner, 1989; Price, 1991; Samimy & Rardin, 1994; Young, 1990, 1991). Although this was a small sample of 15 participants and only limited generalization may be warranted, several recommendations for reducing anxiety in the classroom are suggested by the findings of this study. These recommendations concern intensifying awareness of foreign language anxiety, suggestions regarding pedagogical practices, and possibilities for future research.

Awareness

As a first step in reducing foreign language anxiety awareness of such should likely be enhanced for teachers and students and possibly program planners. While teachers may be cognizant that some students are uncomfortable or even distressed in language learning classes, they may not understand why. Additionally, teachers are often hampered by any number of administrative and time constraints. Therefore, unless teachers are sensitized to the issue of classroom anxiety, they may not feel the need to expend the additional time and effort in confronting the problem or may not realize that a defined problem exists.

As the findings from the present study seem to suggest, frequently students believe that they are alone with these anxious feelings and fears. This may not only hinder acquisition of the language, but also threaten their self-esteem or self-perception. Therefore, students should gain an awareness that anxiety is a rather common problem in the foreign language classroom, and that others may likely share the same fears and feelings of discomfort.

One way to increase awareness might be to offer workshops for both teachers and students on foreign language anxiety, much in the way that workshops are given for performance and test anxiety. The workshop could present

suggestions for alleviating anxiety as well as clarify causes and explain the negative effects. The positive motivational aspects of anxiety reduction might be explored as well, by helping to identify goal orientations in language learning contexts. Vygotskian psycholinguistic theory claims that the "initial motive for engaging in an activity is what determines its outcome..." (in Gillette, 1994, p. 212). Therefore, emphasizing foreign language skills as valuable personal goals might help to increase motivation and so assist students in pursuit of another language. Other motivations for learning another language are to communicate, to experience other cultures, to broaden horizons, and thereby greatly enrich life.

Another method of enhancing foreign language anxiety awareness is for teachers to become familiar with the FLCAS instrument (Horwitz, Horwitz & Cope, 1986). Teachers might administer the FLCAS at the beginning of the semester. Thus, the teachers will better understand the many ways in which students experience anxiety and will also have a measure of the anxiety levels for that particular group of students.

If the students seem to have little anxiety, based on the FLCAS scores, one concern for the teacher may be to try and ensure that the levels do not escalate as the class progresses. As MacIntyre and Gardner (1989) have argued,

students experience anxiety only after repeated negative experiences in the language learning context, and this appeared to be so for many students in the present study.

If the FLCAS scores indicate high levels of anxiety, perhaps the teacher might wish to discuss aspects of anxiety with the students. Based on the responses to high anxiety FLCAS items, the teacher might make some adjustment to the conduct of the class and the environment, within the particular course constraints. The following suggestions for reducing anxiety were extrapolated from the voices of the student participants in the present study.

Suggestions for Pedagogical Practice

Within the classroom setting, there are techniques and pedagogical practices the teachers might use in helping students to overcome or manage their foreign language anxiety. Young (1991) noted that some sources of anxiety are bound up with instructional and methodological practice, and may indicate that practitioners are doing "something fundamentally unnatural" (p. 421) in the methodology. However, no drastic curriculum changes were recommended for reducing anxiety by the majority of the participants in the present study. Indeed the focus of this research was not to create new curricula nor to recommend a particular methodology, but to more thoroughly elaborate on the nature

of foreign language anxiety, identify causes, and offer suggestions for reducing anxiety. Most of the recommendations made by the participants in the present study were not complex and could be implemented within the constraints of a teacher's methodological requirement or preference.

Most participants cited a relaxed classroom atmosphere or environment as significant in reducing anxiety. This might include the teacher's individual personality as well as attitude toward both the language and the students. The participants stressed that anxiety decreases when teachers make the class interesting and fun. Similarly, using topics and themes relevant to the students' own lives and interests appeared to reduce anxiety and increase learner motivation for many.

A sense of communality in the classroom seems to contribute greatly to a relaxed atmosphere. When students feel that they are among friends, oftentimes anxious feelings are allayed and the fear of making mistakes is decreased. Teachers may foster this kind of environment in several ways. They may arrange the seating to form a circle or an oval, or make use of group work and one-on-one activities. Small group work might allow anxious students additional time to practice before they are expected to

participate with the entire class. The participants in the present study endorsed group work, in general, as a means to both practice material and interact with their peers. Skits, plays, and games may also contribute to a relaxed atmosphere, with one caution. Some of these activities thought to reduce anxiety may have the opposite effect for some individuals. That is, some students are markedly uncomfortable with such activities, perhaps depending on learning preferences. This kind of discomfort was noted by Koch and Terrell (1991) and also cited by two students in the present study.

As mentioned, the teachers may consciously foster a communal and friendly atmosphere, and may also suggest that the students themselves take a proactive role in creating such an environment. Several students in the present study remarked that anxiety would be decreased within the classroom context if students got to know each other. Participating together in activities outside the classroom may contribute to a feeling of group identity and support. Students might attend target language movies and videos, have lunches together, form study groups, or join language clubs.

Another recommendation made by the participants was that teachers not "put students on the spot." This may have

several connotations, but essentially refers to calling on students at random and to error correction. Most students prefer that teachers call on them only when they raise their hands. If teachers do call on students at random, perhaps they should give them a little additional time to process the answer. Students complain that some teachers interrupt their focus to correct the utterance before they finish processing, or that the teacher's manner of error correction is overly harsh. Indeed, some research shows that error correction has a negative impact on motivation, is anxiety provoking, and serves no purpose (Krashen & Terrell, 1983; Krashen, 1985a, 1985b; Terrell, Tschirner, Nikolai & Genzmer, 1992).

Although the students were unaware of the term, modeling was suggested as a desirable form of error correction. That is, the teacher does not overtly or harshly correct the error, but simply repeats the phrase in the proper grammatical and/or phonetic form. Correct feedback is given, yet mistakes are not emphasized in front of the others. It might also be helpful if the teacher points out that mistakes are an integral part of the learning process and are therefore not to be feared. This may be done within the context of games or activities. Some such classroom activities have been described by Crookall and Oxford (1991)

as well as Foss and Reitzel (1988). Additionally, some students appear to need and want words of encouragement from their teachers when they attempt to use the language.

Many students recommended that less material be covered during the semester so as to more thoroughly process and digest it. The amount of course work is often an administrative function over which teachers have little control. Therefore, it may be helpful if teachers do try to layer and reinforce the material by question-and-answer periods and a solid review of old information before moving on to the new. This may seem obvious and yet several students complained that it was not routinely done in their particular classrooms.

Nearly every student became anxious at one time or another because they did not understand the homework assignment, primarily because it was given orally and in the language. It is not clear if this is a form of communication apprehension or relates to learning preference. The suggestion is that teachers write homework assignments on the blackboard and repeat it in English. This appears to be especially important in the lower levels.

The theme of learning styles or preferences was suggested from the interview data. Several students said they became anxious without visual aids or named other areas

of specific preference. For example, one student who had difficulty with listening comprehension was able to read satisfactorily. She might do well on written tests, but fail or do less well on the listening or oral portion. Similarly, MacIntyre and Gardner (1989) noted that foreign language tests given orally may induce both test anxiety and communication apprehension. Clearly, no two students are alike and what may provoke anxiety for some may reduce it for others and vice versa. Consequently, the recommendation might be that teachers should become aware of the learning styles or learning preferences of their students and attempt to use a variety of activities and practices during a class period that may honor all learning preferences.

Suggested Research

As foreign language anxiety is confounded by any number of intervening variables and interwoven causal factors, there are abundant areas for further research. Two possible areas of investigation are suggested as follows.

An anxiety-provoking factor cited by many participants in the present study is the presence of students in the classroom who are native speakers of the target language. This situation is not easily resolved for any number of reasons, including administrative and budgetary factors. The literature should be reviewed on this subject. If it is

limited, additional research might be conducted to explore methods of utilizing native speakers in the classroom as positive resources for enhancing the language learning experience.

Another research topic might be to attempt to determine if anxiety levels decrease as exposure to the language increases. Two measures of exposure may be investigated; the amount of time the language has been studied or by time spent in the target country, such as visits or semesters abroad.

Conclusion

The findings of this study seemed to corroborate other studies in suggesting that anxiety can negatively affect the language learning experience in numerous ways and that reducing anxiety seems to increase language acquisition and learner motivation. Therefore, awareness of the problem of foreign language anxiety should be heightened and taken seriously by teachers and students alike. This may be accomplished by means of workshops or presentations elaborating foreign language anxiety and exploring the positive motivational aspects of anxiety reduction. The FLCAS may also be used in foreign language classrooms to gauge anxiety levels. Recommendations are that teachers should strive to: 1) create a low stress, friendly, and

supportive learning environment; 2) foster a proactive role on the part of the students themselves to create an atmosphere of group solidarity and support; 3) be sensitive to students' fears and insecurities and help them to confront those fears; 4) use gentle or nonthreatening methods of error correction and offer words of encouragement; 5) make judicious use of purposeful group work or collaborative activities; 6) use relevant and interesting topics for class discussions and exercises; 7) consider decreasing the amount of new material to be covered in one semester; 8) consider ways to layer and reinforce the material in an attempt to aid acquisition and retention; 9) give written directions for homework assignments; 10) speak more slowly or consider using English to clarify key points or give specific directions; 11) attend to the learning styles or preferences of the students; and 12) hear and appreciate the voices of students for valuable insights, ideas, and suggestions. Recommendations for future research include investigating how native speakers in the class may be positively utilized and measuring anxiety levels by length of exposure to the language.

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APPENDICES

Appendix A

Foreign Language Classroom Anxiety Scale[1]

Strongly Agree (S/A) Agree (A) Neither Agree Nor disagree (N) Disagree (D) Strongly Disagree (S/D)

(+) 1. I never feel quite sure of myself when I am speaking in my foreign language class.

S/A A N D S/D

(-) 2. I don't worry about making mistakes in language class.

S/A A N D S/D

(+) 3. I tremble when I know that I'm going to be called on in language class.

S/A A N D S/D

(+) 4. It frightens me when I don't understand what the teacher is saying in the foreign language.

S/A A N D S/D

(-) 5. It wouldn't bother me at all to take more foreign language classes.

S/A A N D S/D

(+) 6. During language class, I find myself thinking about things that have nothing to do with the course.

S/A A N D S/D

(+) 7. I keep thinking that the other students are better at languages than I am.

S/A A N D S/D

(-) 8. I am usually at ease during test in my language class.

S/A A N D S/D

(+) 9. I start to panic when I have to speak without preparation in language class.

S/A A N D S/D

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[1] Horwitz, Horwitz, & Cope, (1986). Modern Language Journal, 70, pp. 125-132.

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(+) 10. I worry about the consequences of failing my foreign language class.

S/A A N D S/D

(-) 11. I don't understand why some people get so upset over foreign languages classes.

S/A A N D S/D

(+) 12. In language class I can get so nervous I forget things I know.

S/A A N D S/D

(+) 13. It embarrasses me to volunteer answers in my language class.

S/A A N D S/D

(-) 14. I would not be nervous speaking the foreign language with native speakers.

S/A A N D S/D

(+) 15. I get upset when I don't understand what the teacher is correcting.

S/A A N D S/D

(+) 16. Even if I am well prepared for language class, I feel anxious about it.

S/A A N D S/D

(+) 17. I often feel like not going to my language class.

S/A A N D S/D

(-) 18. I feel confident when I speak in foreign language class.

S/A A N D S/D

(+) 19. I'm afraid that my language teacher is ready to correct every mistake I make.

S/A A N D S/D

(+) 20. I can feel my heart pounding when I'm going to be called on in language class.

S/A A N D S/D

(+) 21. The more I study for a language test, the more confused I get.

S/A A N D S/D

(-) 22. I don't feel pressure to prepare very well for language class.

S/A A N D S/D

(+) 23. I always feel that the other students speak the foreign language better than I do.

S/A A N D S/D

(+) 24. I feel very self-conscious about speaking the foreign language in front of other students.

S/A A N D S/D

(+) 25. Foreign language class moves so quickly I worry about getting left behind.

S/A A N D S/D

(+) 26. I feel more tense and nervous in my language class than in my other classes.

S/A A N D S/D

(+) 27. I get nervous and confused when I am speaking in my language class.

S/A A N D S/D

(-) 28. When I'm on my way to language class, I feel very sure and relaxed.

S/A A N D S/D

(+) 29. I get nervous when I don't understand every word the language teacher says.

S/A A N D S/D

(+) 30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

S/A A N D S/D

(+) 31. I am afraid that the other students will laugh at me when I speak the foreign language.

S/A A N D S/D

(-) 32. I would probably feel comfortable around native speakers of the foreign language.

S/A A N D S/D

(+) 33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

S/A A N D S/D

Appendix B

Reliability and validity coefficients, FLCAS[2]

Horwitz, Horwitz, and Cope (1986) reported that the FLCAS "has demonstrated internal reliability, achieving an alpha coefficient of .93 with all items producing significant corrected item-total scale correlations. Test-retest reliability over eight weeks yielded an r = .83 ($p<.001$)" (p. 129).

Horwitz (1986) explained that "the 33 items in the FLCAS have significant part-whole correlations with the total scale, are balanced for wording to reduce the effects of acquiescent and negative response sets, and address conceptually and clinically important aspects of anxiety" (p. 38). Horwitz (1986) also reported that "in one sample of 108 students, scores ranged from 45 to 147 (M = 94.5, Mdn = 95.0, SD = 21.4)" (p. 38), and that internal consistency, as measured by Cronbach's alpha coefficient, was .93, and test-retest reliability over 8 weeks was r =.83, p =.001, n = 78" (p. 38).

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[2] Horwitz, Horwitz & Cope, (1986). Modern Language Journal, 70, pp. 125-132.

Horwitz (1986) reported on criterion-related studies bearing on the construct validity of the scale:

> Correlation of the FLCAS with the Trait scale of the *State-Trait Anxiety Inventory (Spielberger, 1983)* obtained r = .29, p = .002, n = 108; with the Personal Report of Communication Apprehension (McCroskey, 1970), r = .28, p = .063, n = 44; with the Fear of Negative Evaluation Scale (Watson & Friend, 1969), r = .36, p = .007, n = 56; and with the Test Anxiety Scale (Sarason, 1978), r = .53, p = .001, n = 60. These results suggest that foreign language anxiety can be discriminated from these related constructs, although it appears that foreign language classroom anxiety is moderately associated with test anxiety (p. 38).

Appendix C

Permission letter

Elaine K. Horwitz <horwitz@mail.utexas.edu>
To: rvonword@VMS1.GMU.EDU
Subject: Re: anxiety scale

Dear Ms. von Woerde:

Thank you for your interest in my work. Subject to the usual requirements for acknowledgment, I am pleased to grant you permission to use the Foreign Language Classroom Anxiety Scale (FLCAS) in your research. Specifically, you must acknowledge my authorship of the FLCAS in any oral or written reports of your research. I also request that you keep me posted on your findings.

My very best wishes on your project.

Sincerely,
Elaine K. Horwitz

Curriculum Vitae

Renée von Wörde was born in Berlin, Germany on July 18, 1941, and is an American citizen. She studied at the Goethe Institute in Grafing, Germany, in 1977 and the University of Trier in Trier, Germany, in 1979 and 1981. She received a Board of Trustee Scholarship from the George Washington University in Washington, D.C. In 1982 she earned a B.A. in Germanic Language and Literature and won the Herman and Johanna Richter Schoenfeld Prize for Excellence in Historical and Cultural Phases of German. In 1985 she received a M.A. in Foreign Languages from George Mason University in Fairfax, Virginia, the first to graduate from the Master's Program in German. In 1998 she earned the Ph.D. in Education from George Mason University.

During the summers of 1981, 1983, and 1987, she worked as an interpreter for Systems Technology, Incorporated, at the Paris Air Shows. From 1986 until 1995 she was an administrator with the Stanford Research Institute in the Rosslyn, Virginia office, managing conference activities, translating documents from German, and serving as liaison with the Hungarian Embassy and the Embassies of the Federal Republic of Germany and the former German Democratic Republic. Her translations of World War II documents have been printed in Sharkhunters, a military historical society magazine.

She was awarded Graduate Teaching Fellowships for German from the George Mason University in 1982-1983 and for 1993-1995. In 1990 she was an adjunct instructor for German at Northern Virginia Community College. She was selected to receive stipends to attend the Business German Workshop at the Michigan State University in 1992, and for Workshops for Teachers of German at the University of Millersville in Pennsylvania in 1988, 1990, and 1997. In 1996 she completed an Internship at the Humboldt University in Berlin, Germany.

Currently she teaches German at the L.I.T. (Language, Instruction, Translation) Center in McLean, Virginia and tutors German at the Center for Minority Student Affairs at the Georgetown University in Washington, D.C.

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